SEVENTEENTH BIENNIAL REPORT

OF THE

BOARD OF CONTROL

OF THE

MICHIGAN SCHOOL FOR THE BLIND

FROM

JULY 1, 1912, TO JUNE 30, 1914.

BY AUTHORITY

LANSING, MICHIGAN
WYNKOOP HALLENBECK CRAWFORD CO., STATE PRINTERS
1915.

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MAIN BUILDING.

BOARD OF CONTROL.

HON. PHIL. EICHHORN, President.....Port Huron.
HON. HARRY V. HUSTON, Vice-President and Sec'y.....Ludington.
HON. JOHN HOLBROOK, Treasurer.....Lansing.
HON. FRED L. KEELER, Supt. of Public Instruction.

REGULAR MEETING.

Last Tuesday of each month.

ORDER OF BUSINESS.

1. Reading minutes of previous meeting.
2. Reading and reference of petitions and communications.
3. Reports and suggestions from the Superintendent.
4. Executive session.
5. Reports of standing committees.
6. Reports of special committees.
7. Auditing claims.
8. Unfinished and miscellaneous business.
9. Adjournment.

CATALOGUE.

OFFICERS, TEACHERS AND STUDENTS AT THE MICHIGAN SCHOOL FOR THE BLIND FOR THE YEAR 1914-1915.

INCLUDING THE COURSE OF STUDY AND OTHER GENERAL INFORMATION CONCERNING THE SCHOOL.

SIXTIETH YEAR.

LANSING, MICHIGAN.

FACULTY AND OTHER OFFICERS.

Clarence E. Holmes, B. S., Superintendent.
Howard C. Hoyt, Principal—Science and Mathematics.
Aaron C. Blakeslee—Tuning.
Florence Birdsall—Violin Department.
Raymond R. Warren—Manual Training and Physical Training.
Grace A. Brown—Director of Music Department.
Eloise Hall—Piano.
Jean D. Gesner—Piano.
Grace A. Gauthier—Voice and Chorus.
Mabel Cattelle—German and History.
Mabel B. Wood—Latin and English.
Ida T. Clancy—Commercial and Arithmetic.
Hettie M. Taylor—Domestic Science and Geography.
Hazel D. Stratton—History, Arithmetic and Grammar.
Ruth Loomis—Fifth, Sixth, and Seventh Grades.
Nora L. Beebee—First, Second, and Third Grades.
Eva S. Andrews—Kindergarten and Industrial Training.
Maude Chase—Ungraded Work, Reading and Arithmetic.
Dennis Bergin—Broom Making.
Jennie E. Spinning—Girls' Matron, Sewing.
Myrtle Sprague—Assistant to Girls' Matron.
Caroline McKenny—Boys' Matron. Hammock.
Grace Gardner—Assistant to Boys' Matron.
Lucy A. Cook—House Matron.
Anna E. Potter—Bookkeeper and Clerk.
Helen M. Daveny—Steward and Visitors' Attendant.
Amber Meech—Nurse.
Dr. F. M. Thoms—Physician.
Dr. Seth H. Jones—Oculist and Aurist.
Dr. Cora P. Ganung—Consulting Physician.
Frank L. Goodrich—Stereotyper.

REPORT OF THE BOARD OF CONTROL.

Hon. Woodbridge N. Ferris, Governor:

The Board of Control of the Michigan School for the Blind, respectfully submits the seventeenth biennial report of the school, its work and its needs, this being the eleventh report of the Board as organized under Act number one hundred twenty-three of the Public Acts of 1893.

There has been a steady and gradual increase in the attendance at this school, the enrollment up to date being one hundred sixty two, which number will, in all probability, be increased to one hundred seventy-five before the close of the year. We would be crowded to the very utmost to accommodate that number.

The judgement of yourself, and the Board of Corrections and Charities in recommending and granting appropriations for the new dormitories has been fully justified, and the older girls are now housed in a commodious, comfortable and well equipped dormitory which affords them ample opportunity for sanitary living which conditions did not prevail when all were housed under one roof, and the same is true to a much greater degree of the kindergarten boys. These two buildings together with the school building have formed two progressive steps in the great forward movement of the school, and have tended to increase not alone the efficiency of the school along literary, musical and industrial lines, but from the standpoint of health as well.

When we reflect upon the number of students enrolled, as compared with the number of children blind or with defective vision not in school, as shown in the census returns, and when we remember that these census returns, however accurate they may be, do not contain the names of all the children of defective vision within the confines of the state and when we contemplate the rapidly deteriorating condition of the old administration building we realize very keenly the seriousness and the responsibilities of our work and that work and effort must increase until every one of these children have been afforded the opportunity of going from darkness into light, but mindful of your earnest and heartfelt sympathy and support and knowing that this school shall continue to receive it from you, we are looking forward with renewed hope to the accomplishment of a much greater work in the future.

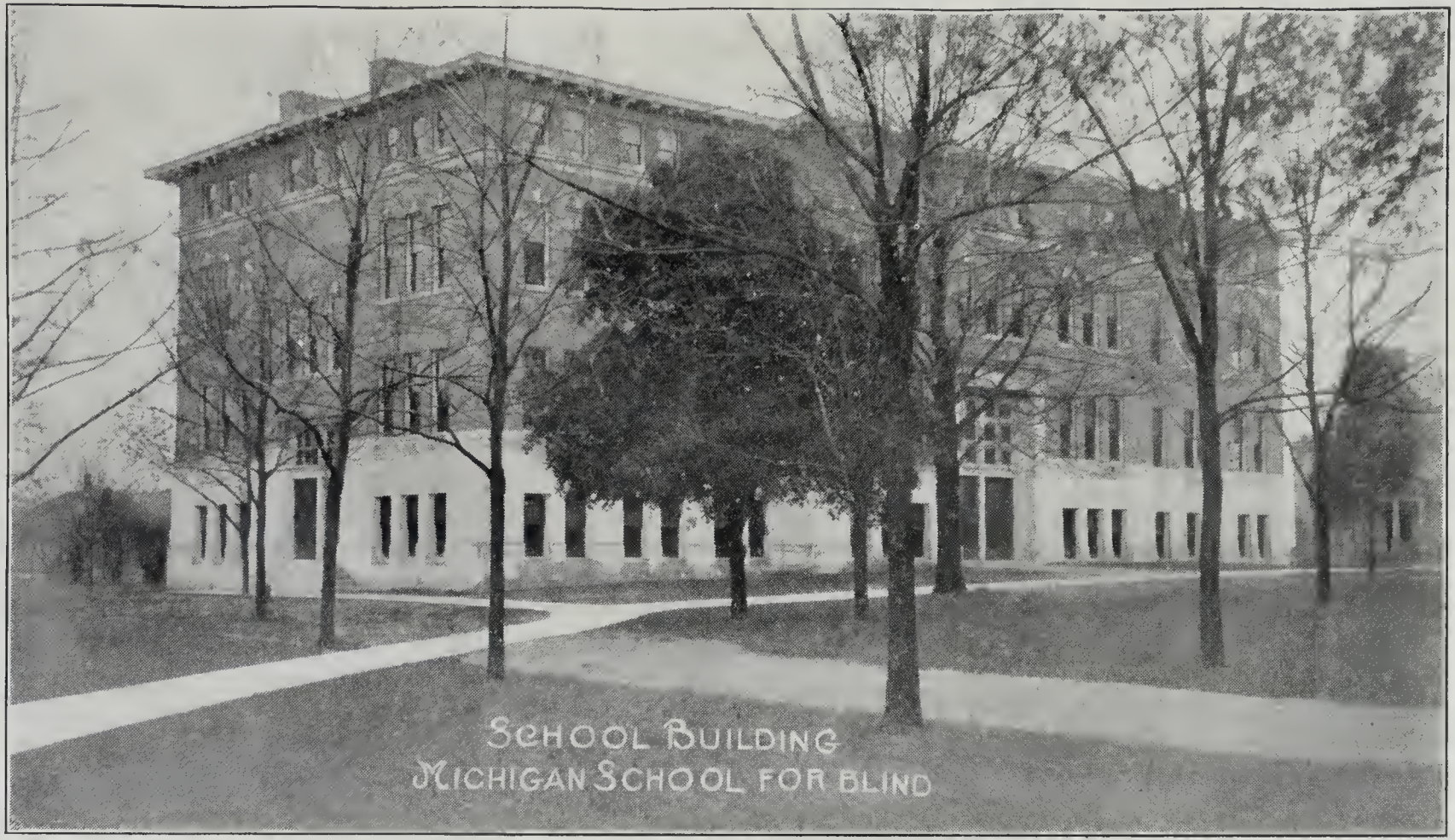
We are glad to be able to say that the Board of Corrections and Charities has visited us and has inquired into our conditions and needs and has fully approved of our estimates for current expenses for the coming two years and also the amount asked for special improvements.

The reports of the superintendent and the principal and of the various departments together with the literary and industrial courses of study give information as to the scope of the work done.

We take this opportunity to express our very sincere thanks to you and the legislature for your great and continued interest in this great work and we cordially invite you and all other officials and the general public as well to inspect the work of the school.

Respectfully submitted,

PHIL EICHHORN,
HARRY V. HUSTON,
JOHN HOLBROOK,
Board of Control.


SCHOOL BUILDING
MICHIGAN SCHOOL FOR BLIND

REPORT OF THE SUPERINTENDENT.

To the Board of Control:

I beg to submit herewith my report for the year ending June 30, 1914.

A careful survey of the year's work made by all the officers and teachers enables me to say to you, that in all the departments there has been performed a year of very efficient and gratifying service. This service was efficient because it may truly be said that the teachers of this school as a group, have done intelligent, earnest, conscientious work in the education of the children. They have not only not failed to perform all that could be legally required of them but have steadily pushed their enterprise and interest in childhood in many directions beyond legal obligation into those rich and fertile domains of social endeavor which have broadened in every way, the effectiveness and usefulness of the school as an agent in conserving the welfare of the children to whom this school is indeed a great blessing. I believe there is more real, practical philanthropy working its way out of the hearts of the teachers and officers of this school, into forms of helpful service and human uplift to these children than any of us can possibly estimate. Much of this is discovered only by accident for, with the true spirit of philanthropy, those who do most say least and it is only by chance that one finds here and there the threads of causes which when followed reveal interesting and very often extremely gratifying instances of great personal service especially to boys and girls among the students who are extremely needy and in temporary mental as well as physical distress. The final results of what to me seems to be extremely valuable work, in this direction shall not be revealed until the child has grown to manhood, but one contemplates with great satisfaction the immeasurable, magnificent results, which are bound to accrue to this class of Michigan citizens and consequently, but indirectly, to the great commonwealth itself.

Once in a while, one hears the comment that the school is devoting its time and energy to the questionable task of trying to teach all sorts of things in the school, to the distinct loss of definite and specific training in what are usually considered as the standards for the curriculum of such a school, and while I admit that these statements almost always come from well-intentioned people, I firmly believe that the teachers recognize in the midst of their efforts that an individual's real success in life depends upon two things: namely, the efficiency of his work, or, in other words, the success which attends his efforts to be a self-supporting citizen, and his conduct as a member of society, and with these in view, we are bound to adopt whatever legitimate pursuits seem to us through experience, to be best fitted to individual needs, feeling fully justified if the results work out favorably for an increasing number of our students.

At the risk of repeating some things mentioned elsewhere in this report, I respectfully invite your attention to the following:

The wisdom of your judgement has never been better illustrated than by

the change wrought in the life of the school through the use of the two new rooming halls for the students. The change from the old, damp, foul-smelling, illy ventilated, and altogether unhealthy basements, to clean, bright, easily kept, and commodious rooming halls with good bath facilities has indeed wrought a miracle in the life of the school; not alone in the literary program of the school, as has been so ably stated by the principal, but as was anticipated, in the general health and activities. These students seem to be to quite an extent, subject to some youthful physical disorders and I feel sure that a very great gain in general health will be noticeable in the future.

The Board of Corrections and Charities met with us after a good, careful inspection, approved without reserve, our estimates, and have, I believe, expressed themselves to the effect that the present administration building, the main part of which has been standing for a considerable number of years, and which was not originally designed for the use to which it has since been put, be removed, and that a suitable, substantial, fire-proof building be erected in its place. Something must be done in the immediate future, for its dilapidated condition will, before long constitute a menace to the safety of its inhabitants. I heartily agree as I feel that you do, with their report.

I am reminded by the survey of our estimates and population, and by comparison with some of the other state institutions that our per capita cost seems to be somewhat higher than theirs, but I believe this to be due to the fact that in nearly all such instances there is in connection with those institutions, a good-sized and well managed farm. Clean milk and fresh vegetables constitute a large part of the food of children, and I most earnestly urge upon you and the legislature the extreme desirability, and the urgent necessity for the purchase of a farm of suitable size to supply the school, not alone from the viewpoint of producing in sufficient quantities, milk, vegetables, poultry products, fruit, etc.,but from the standpoint of economy as well. A good farm well managed, can be made to pay. It also seems to me advisable to plat and sell all that parcel of land belonging to the school except the campus, the same lying wholly within the city limits, and therefore not properly situated for the raising of cattle, hogs, and poultry.

I feel that the campus is not properly protected. It is so situated that it is on the direct route from the northwestern part of the city, to the street-car line and to paved streets, and the utmost vigilance does not succeed in doing away with trespassing. Shrubs and flower beds are badly injured and the otherwise beautiful lawn is very much defaced by the constant tramping across it of individuals who resent being spoken to and claim their right to state property. Properly protected and cared for, this campus can be made one of the beauty spots of the city and it is about the only park in this section of the city. I therefore urge very strongly the building of a durable, and ornamental iron fence on the south, west, and north boundaries of the campus.

A small plant house such as other institutions include as a part of their equipment would prove equally valuable for us. In addition to the furnishing of plants for decoration and observation, and the occasional supplying of radishes, lettuce, etc., in the winter season, it would also furnish so much the better opportunity for the early starting of plants for the garden and the grounds.

In conclusion, I again call your attention to the need of fostering physical exercise; not alone along the line of pure athletics, but as a physical corrective, and I also urge a still wider application of the trades and industries.

To bend all our energies in the direction of training for better physical and mental and moral development and to as nearly as possible send every student who graduates out into the world confident of their ability to be self-supporting, must be our aim.

The officers and teachers of this school take this opportunity of expressing their thanks to you for the very great interest which you as a board, and also as individuals have manifested toward this school and they have viewed with extreme satisfaction the fact that the board meetings which occur regularly every month and from which we believe none of you are ever absent, are becoming more and more an opportunity for inspection of their work. They earnestly crave your assistance and advice.

REPORT OF THE PRINCIPAL.

Encouraging results can be reported from changes which have been made during the past two years. Some of the more important changes are the use of the new dormitories and the introduction of play and athletics. The results are so obvious that a statement of them is not a disclosure of something veiled to the average person, but a record of progress.

The new arrangement of the dormitories is a change which has given a fresh spirit of hopefulness to the entire student body. This is especially so with those immediately affected by the change, and it has not failed to reflect well in their school work. The advantages of the present plan, both in promoting effective school work and in the making of the main building more orderly, are such as to make impossible the thought of accomplishing the same under former conditions.

There is a distinctly increasing interest on the part of the students in healthy and vigorous school activities. Where demonstrations of an awakening spirit in play and athletics have had opportunity for expression, the pupils have responded in a very pleasing manner. The less conscious side of physical training has shown itself markedly in improved physical condition. This is true of both boys and girls—less in the girls because of less time devoted. They walk freely, stand more erect, and their bearing is more easy and natural. It seems that continued effort in this field is fully justified by the progress made.

I believe a valuable lesson, in relation to the daily life of our people, can be drawn from success of physical activities thus far carried out. A great part of the spare time of the pupils can be utilized by systematized play for the younger and gymnastics for older students.

The question of play for the younger people makes necessary the rearrangement of classes so as to have periods of work interspersed with periods of relaxation. Otherwise the student is burdened mentally by continued study or physically by a prolonged period of play following school.

The rearrangement of classes suggests a plan for school work below the eighth grade which would call for a grade system, that is, one in which the teacher handles the same group of pupils throughout the day. Such a scheme makes it possible for the teacher to shorten the periods of recitation, and provide for longer intermissions. Many other advantages would arise from this alteration in the program. It would make a more effective study hour;

it would be less difficult to place responsibility, and more easy to aid the teacher; it would substitute systematized supervision for the confusion of passing classes, and make less difficult an orderly program for the music and industrial departments. Also the teacher, being able to divide the time to her own advantage can broaden the field of work for her class.

A few changes have been made in the program of literary work, but come within the range of the course of study as adopted by the Board of Control. Orthography has been introduced into the high school, and new classes in reading and English have been entered into the grades. This last was done to facilitate the filling out of a day's work for those students who are too young to add the trades to their program. The need for this added work is fully shown by the large enrollment in the new classes.

A few books have been added to the Braille Library—books to be used principally in the English work for outside reading. It will be necessary to replace some of our Braille Textbooks which have become worn through continued usage. Not only have the bindings become loosened, but in many cases the dots are so thoroughly pressed out that it is not advisable to rebind them.

A concerted attempt on the part of the teachers to arrange a course of standard reading has resulted in making that phase of the school work a more efficient contributor to the general knowledge of the student. This list has done away in part, with the evil of ill-chosen books, and the consequent indifference of the student to the reading hour. This indifference, in not a few instances, was due to the lack of books of substance.

The present indications point clearly to a most profitable school year.

PUPILS IN ATTENDANCE.

Joseph Puchinsky
Myrl Crego
Ralph Kidd
Delbert Ticknor
Earl Near
William Giesel
Ezra Giesel
Arthur Frost
Fred Welch
Stewart McCann
Roderic Macdonald
Jacob Kruger
Buryl Retting
La Vern Roberts
Carl Christenson
Clarence Horton
Leonard Parmater
Major Vandervoort
Isadore Lafave
Floyd Torrey
Robert Strong
Milburn Johnson
Peter Miller
Oran Clark
Archie Clark
Charles Austin
Harry Hill
Floyd Simmons
Milo Shafer
Roy Lockwood
Raymond Nichols
Herald Irwin
Richard Nation
Burr Mason
Edison Mason
Harry Kennedy
Floyd Trowbridge
Glenn Trowbridge
William Lake
Robert Scott
Archie Quick
Carl Ragotzy

ASSEMBLY HALL.

George Shampo
Fred Brooks
Chauncey Marcellus
Hiram Clapp
Henry Norburg
Willard Cilley
Jesse Williams
Melvin York
William Davis
Joseph Cohoon
Benjamin Wood
Peter Abrahansen
Henry Mulcahey
Clifford Leadley
Benjamin Chase
Germ Ensing
John Beslok
Ned Smith
Laroy Rathwell
Floyd Rathwell
Earnest Clear
Lawrence Resh
Denver Sweet
Ray Rouse
Mathew Kaber
Loren Colwell
Harold Kean
Andrew Webb
Colin Esler
Frank Verhey
Elmer Dease
Clyde Routheric
Gladys Pothoff
Zelma Chase
Evangeline Gaude
Mary Huelsberg
Elizabeth Doty
Beatrice Plant
Irine Chapple
Catherine McCrumb
Corine Pape
Dorris Crary
Mary Skotnicki
Ina Walden
Lilian Monroe
Grace Williams
Olive Foster
Erin Bromley
Sarah Sproul
Anna Matson
Roxie Brown
Fern Steele
Rose Baumgartner

Howard Stedman
Barnard Konders
Herold Eisle
Elroy Cooley
Dewey Minard
Harold Leffingwell
Earl Taylor
Frank Ruper
Sylvia Nichols
Genieve Dost
Eliza Harris
Agnes Smith
Blossom Smith
Candace Clark
Gladys Nichols
Marie Morse
Janet Merris
Bernetta Meringa
Helen Hughes
Pearl Curtiss
Blanche Dennis
Edna Houser
Florence Larsen
Gertrude Timmer
Jennie Bylsma
Hattie DeHamer
Stella Kosakowski
Mildred Gerow
Elsie Stein
Verzel Goodrich
Lucile Goodrich
Thelma Stoddard
Faith Main
Grace Kinsey
Eva Knight
Ruth Hoefer
Violet Rogers
Corine Allen
Erin Bromley
Marie Sprengel
Ella Lampman
Lela Gorden
Edna Rapelge
Nellie Pence
Laura Haslip
Freda Sadowski
Nora Gregory
Marion Duffina
Leonora Whidden
Hattie Spitsbergen
Elsie Stein
Lorena Calkins
Rachel Jones

Reba Cornell
Isabel Pratt
Esther Holbrook
Gladys Adams
Mary Bach
Leona Bryans
Blanche Burns
Florence Hyde
Grechen Whitehead
Ethel Reames
Blanche Dunn
Lilian Worden
Mabel Peese

NAMES OF CHILDREN NOT IN SCHOOL.

Allegan County—Peter Steffes; Letha Weaver; Albert Antekier; Fred Miller; Jennie Mark; Arthur Esterline; Harley Meyers; Gladys Winchester; Mabel Shayde; Ethel Milish; Nellie Hoover; Lethia Weaver; Lemuel Haskin; Rose Marrow; Fred Esterline; Lorere Calkins; Maggie Nobles; Helen Cook.

Alcona County—Carl Johnson; Don McDonald.

Alpena County—Rugema Whithead; Eugene Tone; Anna Lytle.

Antrim County—Hattie Stizma; Ralph Stratton; Vina Harrington; Blanche Hays; LaVern Barnes.

Aranac County—Blanche Knight; Harvey Valley; Ivah Barnum; Ella Osborn; Millie Trichel; Raymond Braun.

Baraga County—Eugene Liville.

Barry County—Earl Leibhanson; Blanche Wickham; Edith Liebhanson; Roy Joiman; Prudence Ames; John Harret; Truman Lester Ames; Zetha Hall; Estal Ames; Harold Jaunch; Frances Bulotph.

Bay County—Peter Cody; George Porter; Millie Gillisee; Henry Highstreet; Lilly Speckmore; Alexander Cote; Ralph Carson.

Benzie County—Phoebe Spooner; Luther Jones; Tommy Clark; Willie Sanford; Alva Brooks; May Hartman; Jessie Sutherland; Roy Spooner.

Berrien County—Jewel Rupel; Gilbert Wooley; Clarence Rough; Arthur Dasse.

Branch County—Steve Ratkoski; Bertha Felkey.

Calhoun County—Golda Connor; Anabell Ansell; Joseph White; Anna Countryman; Almer Cary; Floyd Phillips; Marion Kellogg; Bennie Raymond; Eunice Elliston; Floyd Othm; Harry Smith; Chas. Alexander; Charity Adams; Maude Winter; John Compton.

Cass County—Mildred Lawson; Nettie Rouing; Mattie Wagner; Bertha Thomas; Lucille Norton; Cora Bowen; Lloyd Kinser; Clarence Withers; Lewis Person.

Charlevoix County—J. Forest Jones; Corel Nickles; Lois Coon; Gladys Clute; Lizzie Nickles; Fanny Waggoner.

Cheboygan County—Minnie Banault; Virginia Andress; Mable Winnie; Charlie Hyde; Arthur Brossens; Dorothy Pond; Hazel Gaynor.

Chippewa County—Robert Lawson; Wilber Werve; Izola McRae; Edgar Ashman; Eddie Mandoshking; Muriel Perry; Lucy Guron; Peter Van Stoten; Eva Guron.

Clare County—Iva Hartford; Mina Leanders; Joel Root; Leo Campeau.

Clinton County—Bruce Swaney; Donald Wells; Elda Swaney; Catherine Dutcher.

Crawford County—Minnie Larson; Hazard Gregory; Maude Turk; Merta Turk.
Emmet County—Dewey Barry.
Eaton County—Russel Moll.
Genesee County—Lewis Harrington; Mary Nye; Orma Surbey; Mary Jane Worden.
Gladwin County—Ernest Campbell; Verie Cann.
Grand Traverse County—Bonnie Livingston; Clayton West.
Gratiot County—James Younger; George Smith; Walter Miller; Frank Ledrow; Earl Thayer; Arvil Bolyeat; Eldon Lott; James Hull; Clyde Rockhold.
Gogebic County—Minnie Williams; Wayne Anderson; Tekla Vaara; Chas. Lepista.
Hillsdale County—Vera Hibbs; Olive Taylor; Flore Whisler.
Huron County—Glen Armstrong; Viola Benty; Willie Swaitzendouber; Edna Younglove; Timothy Rogers; Rilla Endersle; Wm. Christie.
Houghton County—Albena Brisson; Henry Forget; Roy Mullen; Florence Trumbley.
Ingham County—Sidney Grayson; Albert Ferry; David Pauls; Blanche Warner; Alfred Hart; Clifton Hileman; Iva Commins; Willie McClower; John Dividson; Harry Cherry; Earl Rouser.
Ionia County—May Reeder; Zeta Sage; Fanny Cutter; Claude Smith.
Iosco County—Bertha Mueller; Eugene Abbott.
Iron County—Tecla Lindwall.
Isabella County—Herbert Smith; Florence Shaner; Beulah Ashton; Delta Stebbins; Clyde Jones; Isaac Spencer; Florence Barker; Ether Cowder; Mattie Wilson; Gerald Smith; Percy Conley; Sherman Slocum; Floyd Hules; Grace Acker; Gladys Peltier; Henry Cable; Neal Keller; Henry Hobel; Morgan Ramson; Will Chard.
Jackson County—Carrie Wolfe; Nesley Young; Viola Blair; Ethel LaMore; Robert Hollenbeck; Catherine Jenkins.
Kalkaska County—Ray Keal; Alice Joice; Amy Bilon; Irma Hubble; Dora Becker; Fern Baker.
Kalamazoo County—Tracy Buckmaster; Earl Heath; Jennie Vos; Claude Mastin; Mary Dacom; Carl Thomas; Clifford Atanton; Geo. S. Welo; Lemuel Haskins.
Kent County—Cora Smith; Frank Higby; Hattie Hagaan; Lucile Roblins; Frankie Fairchilds; Florence Van Den Brock; Suffel DeHammer; Floyd McCullock; Floyd McAlbough; Edward Gray; Myrtle Pfeifer; Mary Minardo; Fred Weidend; Isabella Vinkenulder; Cora Adriance; Bernie Wood; Fannie Osborn; Henry Thompson.
Lake County—Vernon Thornton; Terrie Cobb; Webb Cornell.
Lafeer County—Earl Heliker.
Leelanau County—Vincent Strank; Harry Recker; Clara Agosa.
Lenawee County—Earl Moore; Anna Kruse; Willie Munson; Harold Tuttle; George Garrison; Ruth Porter; Tennie Phillington; Edna Clark; Winston Eaton; Gusty Bruhn; Velma Johnson.
Livingston County—Ara Vanamburg; Florence Fitch; Frank Wigglesworth; Della Fitch; Hazen Bennett.
Macomb County—Clara Sippel; Arthur Hoop; Clara Knack; Lizzie Kamp; Elsie Weier; Hilda Maas; Otto Weier; Emery Francis; Martha Schneider; Wm. Laturno; Edwin DuBois; Gladys Peltier.
Manistee County—Evalene Simple; Flora Hainer; Olga Bhrens; Teresa

Gorse; Alfred Mathews; Huldah Rich; Kate Wrzesinski; Elsworth McClish; Pynka Gardener; Alma Thomas; Rose Chlebranowski; Amy Boulanger.

Marquette County—Ina Roatia; David Bell; Norma Perkins; Dorothy Newton; Arthur Frazier; William Gleason.

Mason County—Catherine Brown; Lorens Johnson; Gertrude Keeler.

Mecosta County—Stella Soper; Flossie Soten; Claude Geasler; John Allen; Stanley Cole.

Menominee County—Clarence Anderson; Teresi Martin; Louis Deyrave; Alden Bergen.

Midland County—Joseph Simons; Albert Ziskie; Clara Moore.

Missaukee County—George Brinks.

Monroe County—Jessie Gerich; Ida Bromia; Laverene Antean; Albert Hagen; Walter Wnadt; Wm. Merritt; Lester Bromia.

Montcalm County—Emma Rader; Ed Wilber; Maud Irvin; Martia Anderson; Cecil Polmenten; Earl Bradley; Blanche Burdick; Bertha Urich; Leona Monks; Don N. Smith; Sarrah Mester; Hazel Anderson; Flossie Blanchard; Fred Brown; Rose Rich; Norman Peabody.

Muskegon County—Hellen Brown; Monroe Ponty.

Newaygo County—Lillian Sherwood; Henry Bradley; Myrl Swetman; Celie Spencer; Nettie Roblins; Gertie Boerman; Annie Sparks; Bearl Vandawater; Jannie Bartels; Wilson LaValle; George Shanborn; Gladys LaValle; Gail Enders; Hattie Puff; George Sanders; Clarence Bristol; Clarence Bitley; Bertha Reterstoff.

Oakland County—Cecil Carter; Hilda Fuoman; Douglass Judd; Scott Dunham; George Atkins; Myrtle Dye; Myrtle Redick.

Oceana County—Pearl Sink; Maud Brumley; Maud Stafford; Nettie Makin; Mary Bowers; Hiram Fox; Johny Pankow; Lee Fisher; Marion Simmons; Mary Bower; Winnie Gilson.

Ogemaw County—Delmon Shattuck; Nettie Fitchett; Adrin Shattuck; Flora Kuhn; George Cottle; Lizzie Detzler.

Osceola County—Hazel Rhodes; May Sleezer; Alfred Blakesley; Pearl Hartman; Florence Bacon; Mary Whitman; Winfred Farrington; Edith Kraft; Lotta Goff; Jennie Berry; Eva Manley; Chas. Parker.

Oscoda County—Maurice A. Rhoads; Fredie Hostetler; Laura Prater.

Otsego County—Laura Prater.

Ottawa County—Henry Walinga; Carl Warber; William Rittenberg; Olive Taylor; Margaret Minuth; Josephine Bareman; Nellie Dewitt; Gerrit Matman; Gerret Mountman; Clyde See; Kate Stam; Francis Walsh; Lena Beeber.

Saginaw County—William Krauss; Earl Arbaugh; Vera Stevenson; Elsie Baker; Harold Gould; Mary Branigan; Frank Borry; Vincent Whelton; John Nolan; Ora Happingstall; Leo Phoenix; Chas. Oliver; Lester Davidson; Bessie Gray; Nellie Church; Arthur Weiss; Barnard Smith; Edward Gay; Lewis Harrison; Olga Miner; Emma Shults.

Sanilac County—Orpha Ferriby; Annie Nicholson; Marie Conlon; Bruce Ludington; George Wagner; Berden Edmund; Violet Echlin; Hazel Dunningly; Ivory Green; Adolph Meaddaugh; Henry Montgomey; Melinda Martin; Alma Richardson; Ward Barnes; Alice Wedge.

Shiawassee County—Agnes Coe; Altie Drain; Grace Taphause; Wenona Bussell; Henry Gurden; Flocy Collard; Niger Lewis.

St. Clair County—Alberta Showler; Mayda Haag; Mabel Sharrard; Laura Maryohn; William Willis; Blanche Christenson; Carry Walker; John

KINDERGARTEN.

Kelly; Alma Bracken; Arthur Thurtle; George Keelyer; Horice Bacon; Henry Sharrow; Pearl Hill; Joseph Sink; Mabel Sharrand; Mary Rennie; Grace Garden; Gilbert McLelland; Charlie Moak; Edith Voise; Hazel Trungley.

St. Joseph County—Lela Walters; Evelyne Fowler; Donald Stewart; Mina Hibbard; Rose Chrisman; Elsie Jeffery; John Krontze; Earl Stanton; Vera Dowerox; Jay Warner; Arthur Black; Zenus Prestidge; Ethel Bolster; Florence Hall; Falcott Down; Otis Gage; Florence Farr.

Tuscola County—Lottie Mills; Bettie Downing; Charlie Percure; Clara Downing; Maud Saupholin; Maggie Actesman; Ethel McLarty; Ester Hoglestone; May Bellehyser; Mandy Frizzle; Ed. Simmons; Anna Barden; Floyd Warner; Selvester Montruil.

Van Buren County—Fred Horney; Melvin Goodrich; Annie Lorrenson; Arthur Goodrich; Lena Hitchings; Leo Leonard; Mary Pratz; Doris Denton; Frank Lent; Albert Mopyans; Edwin Johnson; Sylvia Gable; Willie Williams; Milo Getting; William Pethic.

Washtenaw County—Raymond Braun; Ellwood Harrison; Bertha Miller; Albert Bulwer; Harold Torrey; William Barnhardt; Olive Wilson; Eva Pelton; Elsie Feigel; Ruth Hofler.

Wayne County—Matilda Porgentuk; Albert Kerzska; Nora Volmer; Clara Abbott; Cecil Schmitt; John Burenbark; Carl Jule; Forest Cooke; Anna Olaolowsky; Lucinda Wolfram; Helen Gall; Marie Huff; Mable Moore; Ethel Reidy; Thomas Blair; Grace Merril; Marcus Aldrich; Frank Jennings; Evans Lessing; Della MacManus; Hazel Booth; Hattie Millard; Gertrude Carpenter; Stella Fillion; John Hanna; Chandler Wilson; Otto Kryzinger; Edna Fergson; Edward Groulick; Alfred Crosby; Ben Bellas; Henry Gutowski; Sophia Golczica; Fred Berg; Edward Bidagaree; Vern Brigham; Elinor Tapert; Leonard Springborn; Walter Warzynsta; Irene Joly; Herbert Kelland.

Wexford County—Arthur Anderson; Florence Waltz; Mamie Isler; Florence Rotertson; Lottie Bush; Midland Spencer; Margaret Wilson; Chas. Henderson.

COURSE OF STUDY.

PRIMARY.

Literary.	Musical	Industrial.
	—First Year—	
Kindergarten. Reading. Number work.	Rote Songs.	Bead Work. Rattan.
	—Second Year—	
Reading. Writing and Spelling. Number work. English.	Rote Songs.	Rattan.
	—Third Year—	
Reading. Writing and Spelling. Arithmetic. Geography. English.	Rote Songs. Piano (el.) Braille notation.	Hammock. Netting.
	—Fourth Year—	
Reading. Writing and Spelling. Arithmetic. Geography. English.	Rote Songs. Piano. Braille notation.	Hammock. Netting. Raffia. Sewing.

INTERMEDIATE.

	—Fifth Year—	
Reading. Spelling. Arithmetic. Geography.	Singing. Piano.	Sewing. Broomshop. Sloyd.
	—Sixth Year—	
Reading. Spelling. Arithmetic. Geography. English.	Singing. Piano. Violin (el.)	Sewing. Broomshop. Sloyd.
	—Seventh Year—	
Reading. Spelling. Arithmetic. Geography. English.	Singing. Piano. Violin.	Sewing. Broomshop. Sloyd.
	—Eighth Year—	
English. U. S. History. Arithmetic. Grammar. Spelling.	Singing. Piano. Harmony (el.)	Sewing. Broomshop. Sloyd.

AMERICAN BRAILLE ALPHABET

a b c d e f g h i j k l m

n o p q r s t u v w x y z

.

To capitalize prefix sign

, ; : . ? ! — ( ) ' -

1 2 3 4 5 6 7 8 9 0

All characters are formed from different combinations of dots in the full cell.

COMMERCIAL COURSE.

—Ninth Year—

First Semester.	Second Semester.
English.	English.
Algebra.	Algebra.
Spelling and Commercial Arith.	Spelling and Commercial Arith.
Physiography.	Physiography.

—Tenth Year—

Algebra.	English.
English.	Bookkeeping.
Commercial Law.	Plane Geometry.
Medieval History.	Modern History.

—Eleventh Year—

Rhetoric.	American Literature.
Plane Geometry.	Commercial Geography.
Civics.	Civics.
Typewriting and Com. English.	Typewriting and Com. English.

—Twelfth Year—

Physics.	Elective.
Typewriting.	Elective.
U. S. History.	U. S. History.
Political Economy.	Political Economy.

HIGH SCHOOL COURSE OF STUDY.

—Ninth Grade—

First Semester.	Second Semester.
Algebra.	Algebra.
English.	English.
Physiology.	General History.
Manual Training (E.)	Manual Training (E.)

—Tenth Grade—

Algebra.	Algebra.
English.	English.
General History.	General History.
Manual Training (E.)	Manual Training (E.)

—Eleventh Grade—

American Literature.	Rhetoric.
Geometry.	Geometry.
Physical Geography.	Civics.
Latin (E.)	Orthography.
German (E.)	Latin (E.)
Manual Training (E.)	German (E.)
	Manual Training (E.)

—Twelfth Grade—

English Literature.	English Literature.
Solid Geometry (E.)	English History.
Physics (E.)	Physics (E.)
Psychology (E.)	Political Economy (E.)
Astronomy (E.)	Botany (E.)
Moral Science (E.)	Chemistry (E.)
Latin (E.)	Latin (E.)
German (E.)	German (E.)
Manual Training (E.)	Manual Training (E.)

OUTLINE OF WORK.

GEOGRAPHY.

GRADE III.

Oral work in geography.

1. Form of earth, points of the compass.

General outline and motions of the earth.

Occupations of the People.

Elementary geographical ideas should be taught in connection with the reading lesson where feasible. (For illustration, see Baldwin III, page 18; river, pool, bank, meadow.)

The story of Robinson Crusoe should be used for instruction in elementary geographical ideas, such as ocean, island, caves, tides, etc.

Observation of natural phenomena.

1. Rising and setting of the sun.

2. Sun at noon; its direction and position at noon compared with morning and evening.

Directions—Pointing north, south, etc. Boundaries of school campus. Names and directions of the neighboring streets.

Wind—Which is the coldest side of the building in winter?

Clouds—Elementary lessons. Light and dark clouds. Clouds and rain. Uses of rain.

Seasons—Frost and heat. Christmas and Fourth of July. Trees and the seasons. Animals and the seasons.

Development of geographical ideas—Coasting down hill. Streets and roads. Street cars. Railroads and their use. Boats. Sail boats and steamers.

City and country—Fields, meadows, woods, wheat, corn and cotton; sugar (cane and beet), where it grows.

Man and his work.

Materials used in building our houses, and where they come from. Materials used for food and where they come from. Materials used for clothing. Fuel.

Occupations—Who builds our houses? Who prepares our food, our clothes, etc.? The farmer: sowing and reaping. The flour mill. The dairy. The shoemaker's shop. The carpenter shop. The warehouse, etc.

GRADE IV.

Rand-McNally Elementary Geography to page 77.

The earth—Surface, size, material.

The air, forms of land, of water, moisture, and drainage.

Daily motion of earth, day and night, yearly motion, zones, altitude, plant life, animal, man, continents and countries, civilization, business, government maps, the western continents, Atlantic ocean, western part of eastern continents, Indian ocean, Asia and Australia, Pacific ocean, north polar region, south polar region, hemispheres, North America, and United States.

GRADE V.

Rand-McNally's Elementary Geography, complete.
Review United States—Industries, commerce.
New England States.
Middle Atlantic States.
Southern States—Eastern division, western division.
Central States.
Particular attention given to the northern division, Michigan.
Pacific States.
Alaska.
British North America.
Mexico.
Central America and West Indies.
South America, Europe, Asia, Africa, and Oceana.

GRADE VI.

Rand-McNally's Grammar School Geography to page 94.

GRADE VII.

Rand-McNally's Grammar School Geography, completed.
Review, Michigan.

ENGLISH.

In the grades, including the fifth, memory gems are made use of extensively for the purpose of cultivating the memory and as the pupil advances making him familiar with the ordinary letter and business forms, and also the best English.

GRADE VI.

Steps in English, Vol. I. Used more as a reference book than as a text.

GRADE VII.

Grammar—Steps in English, Vol. II.

GRADE VIII.

Grammar—Whitney and Lockwood.

READING.

GRADE I.

Braille.
Exercises—Manual prepared by school. Characters most nearly alike and most easily made. Combination of words and groups of words. Ten weeks.
R.—Baldwin, 1st Reader.
S.—Cyr.

GRADE II.

Reviews.
Baldwin, 2d Reader.
Cyr.
Lights to Literature.

GRADE III.

Review—Two weeks.
Signs—Eight weeks.
Baldwin, 3rd Reader.
Selected Poems—Cyr.

GRADE IV.

Davis IV.
Baldwin IV.
Cyr.

GRADE V.

R.—Baldwin, V.
S.—Harper's.

MUSIC ROOM.

SPELLING.

The basis of the work in spelling is Quincey's Word List. A series of graded and well selected exercises for the grades.

Much attention should be and is paid to this very important work in the school, and the above referred to lists are supplemented by words from the reading lessons and from all other available sources.

WRITING.

Writing in Braille constitutes one of the most important subjects taught in this school. By means of it students whose situation might seem so helpless from the standpoint of the ordinary person are enabled to communicate with one another with an ease truly amazing.

The work leads rapidly and easily to the use of the typewriter in which our pupils become very fairly proficient.

ARITHMETIC.

GRADES I AND II.

Work as outlined in State Manual and Course of Study.

GRADE III.

Smith's Primary Arithmetic, Chapter III. To be used as guide.

Multiplication Tables completed.

Written division of numbers of four orders, the divisor being of one order, no remainders.

Halves, thirds, fourths, and fifths are studied.

GRADE IV.

Smith's Primary Arithmetic, Chapter IV. To be used as guide.

Long Division.

Fractions.

Decimal Fractions based on the table of United States currency.

Multiplication and division with three-figure multipliers and divisors.

GRADE V.

Smith's Intermediate Arithmetic Chapter I to bottom of page 142, to be used as a guide.

GRADE VI.

Smith's Intermediate Arithmetic, beginning on page 142 and take all of chapter II as a guide, except ratio and proportion.

GRADE VII.

Smith's Advanced Arithmetic Chapter I serves as a guide for this grade.

GRADE VIII.

Smith's Advanced Arithmetic Chapter II serve as a guide for this grade.

U. S. HISTORY.

GRADE EIGHT

Text—John Fiske's History of the United States.
First semester—End of the Revolutionary War.
Second semester—Finish text and bring up to date by using other texts.

ALGEBRA.

GRADE IX.

Text—Wentworth's Higher.
First semester—Addition, subtraction, multiplication, and division of polynomials.
Second semester—Factoring, fractions, and simple equations.

GRADE X.

First semester—Fractional equations, involution, evolution, and simultaneous equations.
Second semester—Ratio and proportion, quadratics.

ENGLISH HISTORY.

Text—Montgomery's Leading Facts of English History.
References—Larned, Ransome.

LABORATORY.

GENERAL HISTORY.

First semester—To Last Century of Roman Republic.
Second semester—To Modern History.
Third semester—Finish text and bring up to date by using other texts.

CIVICS.

Michigan Constitution and the local governments, 10 weeks.
U. S. Civil Government, 10 weeks. Text—Fiske's.

LATIN.

—First Year—

Text—Pearson's Essentials of Latin.
First semester—To thirty-sixth lesson.
Second semester—To seventy-first lesson.

—Second Year—

Text—Caesar, Allen and Greenough.
First semester—First two books, except the campaign against Ariovistus.
Second semester—Books III and IV.

GERMAN.

—First Year—

Text—Collar's Shorter Eysenbach.
First twenty lessons.
Reader—Gluck Auf, about ninety pages.

—Second Year—

Grammar—Completed.
Reader—Gluck Auf, completed.
Schiller's Wilhelm Tell.
Lessing's Minna von Barnhelm.

PHYSIOLOGY-SCIENCE.

Physiology—Martin's Human Body.
Physical Geography—Davis'. Supp. Saulsbury's.
Political Economy—Walker's. Supp. Bullock's.
Psychology—Putnam's.
Moral Science—Fairchild's.
Physics—Carhart and Chute; Mechanics of solids, liquids, heats, electricity, sounds, dynamics. The purpose of the study is to attempt to give the student a general knowledge of such physical facts as may come within his reach.

GEOMETRY.

Text—Wentworth's Plane and Solid.
First semester—Books I, II.
Second semester—Books III, IV, V.
Solid Geometry—Books VI, VII, VIII.

ENGLISH—HIGH SCHOOL.

GRADE IX.

First semester—Systematic study of Whittier. Biography prepared by class. "Among the Hills," "Snow-Bound," and other poems studied. Notes on style with special attention given to elements of style, vocabulary, diction, sentence structure, figures, etc.

Life of Shakespeare. Notes on technique of drama.

Critical study of "Merchant of Venice."

Second semester—Systematic study of Longfellow. "Tales of a Wayside Inn" studied.

Composition work, including character sketches correlated with poem study.

GRADE X.

First semester—Systematic study of Lowell. "The Present Crisis," "Indian Summer Reverie," "Vision of Sir Launfal," "Columbus," critically studied. Notes on different kinds of poetry, scansion, etc.

Second semester—Life of Tennyson. Four selections from "Idylls of the King." "The Coming of Arthur," "The Holy Grail," "Guinevere," and "The Passing of Arthur," critically studied.

"In Memoriam" studied in regard to development of author's views.

GRADE XI.

First semester—American literature. Text book, Brander Mathews' "Introduction to American Literature."

Illustrative works of each author read in class.

Criticisms of authors given from other texts.

Note book required.

During this year pupils will prepare for assembly rhetoricals, one oration.

Second semester—Rhetoric. Text book, "Composition and Rhetoric," Wm. Williams. Composition work from Scott and Denny correlated with regular text book work.

GRADE XII.

English Literature. Text book, "Introduction to English Literature," Painter. Literature previous to Chaucer studied from notes from Halleck's "History of English Literature."

During this year pupils prepare for assembly rhetoricals and commencement, two orations.

DAILY PROGRAM

Teacher.	8:00-8:40	8:42-9:22	9:24-10:05	10:05 10:25	10:25-11:05	11:07-11:47	11:47 1:00	1:05-1:45	1:45-2:25	2:27-2:55
Supt. C. E. Holmes	Psychology									
H. C. Hoyt	Study Hall	Phys. Geog	Physics		Algebra X	Algebra IX		Plane Geom		
Miss Wood	English X	Latin II	Latin I		Advanced Eng	English Lit			American Lit	
Miss Catelie	English IX	Physiology	German II		Study Hall	History X		German I		
Miss Clancy	Typewriting	Typewriting	Com. Law		Arith. VIII	Typewriting		Study Hall	Bookkeeping	
Miss Stratton	Arithmetic VII.	Arithmetic VI.	U. S. History		Arithmetic V.	Study Hall		Grammar VIII	Arithmetic VI.	
Miss Loomis	Reading V	Writing and Spelling IV	Reading IV		English VII.	English V		English VI	Study Hall	
Miss Beebee	Reading I	Writing and Spelling I	Study Hall		Arithmetic II	Reading III		Writing and Spelling II	Arithmetic III	
Miss Taylor	Geography III	Geography VII.	Geography VI.			Geography IV.		Dom. Science	Dom. Science	Dom. Science
Miss Chase	Ungraded work.	Study Hall	Reading II.		Writing and Spelling III	Ungraded work.		Geography V.	Arithmetic IV.	
Miss Andrews	Reading I	Writing and Spelling I.	Arithmetic I.		Kindergarten	Kindergarten		Industry I	Industry II	
Raymond R. Warren	Manual Training	Manual Training	Manual Training		Manual Training	Manual Training		Manual Training	Manual Training	Manual Training

MUSIC DEPARTMENT.

COURSE OF STUDY IN PIANO.

Grade I.

Studies from Beyer's Instruction Book; Gurlitt Studies, op. 130; Kohler's Practical Piano Method; Mathews' Standard Graded Course of Studies, I; National Graded Course, I; Tappers' Graded Course, I; Schmitt Technical Exercises; Pieces suitable to this grade.

Grade II.

Studies from Czerny, op. 261; Gurlitt, op. 130; Loeschhorn, op. 65, Bk. 1; Mathews' Standard Graded Studies II; National Graded Course II; Bellairs' Technical Exercises; Schmitt's Technical Exercises; Pieces suitable to this grade.

Grade III.

Studies from Bertini, op. 100 and op. 29; Berens, op. 61, Bk. I; Brauer, op. 15; Czerny, op. 261 and op. 821; Duvernoy, op. 120; Krause, op. 2; Loeschhorn, op. 65, Bk. II; Mathews' Grade III; National Graded Course, III; W. G. Smith, Studies, op. 60, Bk. I; Bellair's Technical Studies; Mason Touch and Technic; Plaidy Exercises; Staff Notation; Hymns; Accompaniments; Pieces suitable to this grade.

Grade IV.

Studies from Bertini, op. 100, 29 and 32; Berens, op. 61, Bk. II; Czerny, op. 738 and 849; Heller, op. 47; Loeschhorn, op. 66, Bk. I; Mathews', IV; National Graded Course, IV; Smith, op. 60; Exercises from Czerny, op. 802; Herz, Hoffman, Mason, Plaidy and others; Hymns and Accompaniments; Harmony; Music History.

Grade V.

Studies from Bertini, op. 32; Cramer; Czerny, op. 299, I; Heller, op. 46; Loeschhorn, op. 66, Bk. II; Low Octave studies; Mathews' Grade V; Technical Exercises from Czerny, op. 802; Kullak; Tausig; Hymns; Accompaniment Work; Pipe Organ; Normal Work; Harmony.

Grade VI.

Studies from Mathews', VI, Cramer, Czerny, Mason, Kullak, etc., Pieces from best composers. Normal work.

Grade VII.

Mathews', Grade VII. Selected studies from Bach, Clementi, Czerny, Cramer. Advanced technique. Pieces from best composers.

Grade VIII.

Mathews', Grade VIII. Selected studies from Czerny, Chopin, Moscheles, etc., and composition from best composers.

COURSE OF STUDY IN VIOLIN.

First Grade.

Position of violin and bow. Elementary finger exercises. Sustained scales in the simpler major keys. First half of Laoureux Violin Method, Bk. I. Easy solos by Cutter, Krogmann, and others.

Second Grade.

Scale work. Second half of Laoureux Method, Bk. I. Easy solos by Schill, McIntyre and others, and duos by Pleyel.

Third Grade.

Major and Minor scales in all keys in rapid tempo. First book of Kayser Elementary and Progressive Studies. Second book of Laoureux. Solos by Hauser, Sitt, Bohm, and others. Easy trios and quartettes for violins with piano accompaniment.

Fourth Grade.

Laoureux studies in fourth and fifth positions. Fifteen studies by Dancla, op. 68, and other suitable studies. Solos and ensemble work.

Advanced Grades.

The work is the same as that carried out in the best conservatories of music.

COURSE OF STUDY IN VOICE CULTURE.

First Grade.

Exercises for breath control and tone placement. Exercises from Panofka's Vocal A. B. C. Method. A few of the simpler studies from Concone's Op. 9. Simple and melodious songs.

Second Grade.

Continued work in tone placement and breath control. The more difficult studies from Concone Op. 9.

Ten Vocalises from Sieber Op. 45 and Op. 49. Songs of a more difficult nature are taught.

Grade Three.

Exercises for technic. Studies from Marchesi Op. 15. Songs from the old masters and best modern composers.

Advanced grades.

Continuation of preceding grade, using the best studies and solos.

DOMESTIC SCIENCE.

MUSIC DEPARTMENT.

The following subjects are taught in the music department: piano, pipe organ, voice culture, violin, 'cello, harmony. history of music, Braille notation, staff notation.

CHORUS CLASSES.

Chorus work is conducted according to a system adapted to our needs from the best Public School Methods. Pupils are placed in classes according to their grades in the literary department. The primary section is composed of children from the Kindergarten and first grade. In it is taught some of the rudiments of music, and the musical sense is awakened by the use of pleasing and instructive songs by rote.

The Second section is second and third grade pupils. The simpler Braille music characters are taught and our system of "sight reading" is begun. This consists of training the pupil to recognize by touch certain Braille music characters and associating then with syllables.

The Third section is from the third, fourth, and fifth grades. The work begun in the second class is continued along more advanced lines. Three and four-part singing is begun. If a pupil develops no musical sense by the time he should be ready for this section, his study of music is not continued.

The next section is the High School or Senior Chorus, where the best part-songs, choruses, cantatas, etc., are learned. Chorus work is continued throughout the pupils stay in the School unless excused from the work by the faculty.

BRAILLE NOTATION.

Every pupil who has become independent in the reading of the literary Braille of the third grade, may enter the class in Braille notation, where he is taught to read music understandingly with his fingers. Fundamental music theory is taught and preparation made for regular piano study and practice.

PIANO.

The detailed course of study for piano will be found on a preceding page. Study of the piano is the backbone to all work in music and some piano work should precede that on any other instrument, or the voice, or tuning. Then the study of piano should continue along with that of any other line of music, unless, in the judgment of the faculty there is sufficient reason why it should be discontinued.

PIPE ORGAN.

Pupils whose talent will warrant it, and who have reached grade V of the piano course may have individual lessons on the pipe organ. Our organ, though small, is sufficient to give a pupil a fair knowledge of organ music, and prepare him for holding a church position.

VOICE CULTURE.

All adult pupils who have reached grade IV of the piano course should take at least one year of individual instruction in voice culture, and should continue it longer if ability warrants. One does not need to be a solo singer to be benefitted by voice culture. To one who is making a specialty of some musical instrument, some knowledge of voice culture is a means of broadening the education and of deepening the musical sense. Either voice culture or the study of some orchestral instrument is required of one specializing in piano.

HARMONY.

We have a two years' course in harmony, using Homer Norris' "Practical Harmony," published in Braille at Perkins' Institution, Boston. All pupils having reached grade IV of the piano course are required to take the work in harmony.

MUSICAL HISTORY.

This is a one year special study required of those specializing in music who have reached grade IV of the piano course. We use Filmore's Lessons in Musical History, published in Braille at this institution. This book is supplemented by lectures by the instructor twice a week.

VIOLIN.

In the Violin department there are a number of instruments with which the pupils work, including Viola and Cello, making trio, quartette, and quintette work possible. A pupil is required to have a thorough understanding of Braille music notation before he is allowed to begin work in this department. A pupil is given a lesson once or twice a week and assigned a regular daily practice period.

STAFF NOTATION.

It is not essential to good playing that a person without sight should understand staff notation. The Braille notation, from which our blind children learn their music has no resemblance whatever to the staff notation of a sighted person. A blind boy or girl may learn to play well without knowing anything about the staff and its notes, but it is best for them to understand staff music, in order to teach music to seeing people when they leave school, and also in order to take staff music from dictation. Our system of teaching staff notation gives the student a practical working idea of the music of "seeing people." We have tangible apparatus in the form of aluminum characters representing all the characters found on a page of staff music. These can be placed anywhere on the "staff tables," which have parallel lines grooved out to represent the staff.

RECITALS.

Every pupil receiving private instruction in piano or voice is required to appear at least once in each semester in recital before the school and any friends who may come. The public is always welcome to these recitals, held in the chapel at 6:00 P. M., every three or four weeks. Besides the recitals every pupil must appear in public examination at the close of the school year.

COMMERCIAL ROOM.

TABULATED LIST OF PUPILS IN MUSIC DEPARTMENT.

Total number of pupils in school: 157.

	Girls.	Boys.	Total.
Number pupils in:			
Senior chorus	21	11	32
Intermediate choruses	28	29	57
Primary chorus	18	15	33
Total in chorus work			122
Piano	50	36	86
Voice Culture	12	5	17
Pipe organ	3	1	4
History of Music	3	1	4
Violin	7	11	18
Tuning		17	17

REPORT OF THE TUNING DEPARTMENT.

Since the last biennial report, the tuning department has forged steadily ahead, aiming at still higher attainments and endeavoring to the best of its ability to enable the students to make greater advances in the acquirement of a study which ranks so high among the industries now pursued in this school. The number of students so far listed in this department has totalled twenty-one representing as wide a variety of talent as there are students in number. With a feeling that this industry may be a direct means of self-support, it has been the department's constant effort to keep up the spirit of the students suggesting and encouraging them from time to time lest disappointment dull their enthusiasm. Last year, six members of the class received their certificate of efficiency after passing from three to four years in the work. One must take into consideration, however, that the student reports to tuning as he does to any other class. Sometimes a student arrives at the school filled with the desire to acquire only the art of tuning, neglecting the accomplishing of a good solid education which has so much to do with successful living.

Last year, we took a decisive step in the forward movement of the work. Having been moved into somewhat more commodious quarters, and with the opportunity more favorable because of increased appliances, we began the work of actually rebuilding one of the oldest instruments which had served its time in the practice department. The required integral parts of a piano action were secured not put into form but loose for the student to assemble and the students were required to do the work of boring hammer-heads, cutting hammer-shanks, to meet the required length; the glueing of damper cushions to damper blocks, the shaping into line of damper rods for their particular use. A general system of regulating all the parts after they had been assembled and such other work as was necessary before completion, engaged the services of some half dozen of the advanced students. Without exception all showed a lively interest in the work. The adjustment of springs, tapes, flange pins, cushions, and many other needful parts was a kind of work which the advanced student found particularly

helpful. In doing work of this sort the student runs against difficulties little dreamed of when only required to put in a solitary string. A delicate adjustment of the sense of touch is as necessary as is that of hearing. Another new feature has also been introduced into the department; the introduction of new models purposing to show the active principles of the modern player-piano which are now in general use throughout the United States. This departure from the usual construction of the action of the pianoforte presents difficulties hitherto unknown. Even to the sighted tuner the piano-player is not particularly regarded with favor because of its intricacy and the difficulty with which it is understood but we have of late received a model showing the principle features of all player actions. Of such there are at present many patterns. The student is given an opportunity to understand the real principle that goes to make up the action of such an instrument and if he be of a mechanical turn he will the more readily understand the essential features of such an instrument. It seems to us to be of primary importance that the department be well stocked with such models as well as with new tools for we are living in a mechanical age and can ill afford to stand still. There is but one purpose in sight and that is as far as possible to make each student pursuing the course of study to be self-supporting and eventually to become a taxpayer instead of being supported by a taxpayer. The percentage of self-supporters among the blind is steadily but constantly increasing.

Some little attention also has been given during the past two years in the direction of reed tuning. This particular feature simple in comparison presents only one difficulty to the sightless tuner, namely, the extreme smallness and delicacy of the upper reeds making it rather difficult to touch with the file so as to change the pitch, particularly to raise the pitch. To lower the pitch a device is resorted to which is a kind of scraper which is of such shape that it can be used without withdrawing the reed from its chamber. By earnest work and particular application, the difficulties that present themselves in the ordinary reed organ can be overcome very successfully by the sightless tuner.

The object of the department as has been indicated before, is to give the student such a thorough knowledge of pianos and reed organs, and to so thoroughly and faithfully attend to the detail of construction repair and tuning that a student may acquire not only that mechanical and musical knowledge but that independence of spirit which is so absolutely necessary to a good, clean efficient life in the community.

THE KINDERGARTEN.

The Kindergarten is nicely equipped with tables, chairs, a piano, teacher's desk and chair, a large case for Kindergarten material and work, and since the last report we have a new sand-table, with enough sand to make any child happy. The children have certainly enjoyed it very much.

Upon the walls we have pictures of Washington, Lincoln, Longfellow, Froebel, three Madonnas and Baby Stuart, also the United States flag, so with our plants in the windows and our decorations, we think we have a very pretty room.

TYPEWRITING.

Our circle is put on the floor with brass headed tacks, so the children can place their own chairs on the circle.

The average number in the Kindergarten for the two years has been fifteen.

They have done good work in sewing, folding, weaving and in making raffia baskets. So with its great variety of work and games, the Kindergarten has been of great value to the children, as they have learned to use their hands, and the games give them self-confidence, freedom of motion, and consideration for others.

Every month some of the work is put on the wall for inspection and later put into their scrap-books, which they take home at the end of the year.

The children were very much interested in working for the Christmas Ship.

We give two entertainments every year. One at Christmas-time, and one in June.

DOMESTIC SCIENCE.

Domestic Science is a phase of Manual Training, as referring to affairs of a household, as cooking, sanitation, etc.

All manual work may serve as a training for motor activity for the formation of right habits and action. At the same time it should serve as a medium for the creator and the artistic expression of the worker's personality.

Domestic Science has a very practical aspect which is of the greatest ethical and sociological importance. Many domestic problems may be solved by having at the heads of the household women who understand the value and proper cooking of food. Proper training in Domestic Science teaches respect for all duties pertaining to the household, also accuracy, economy, judgment, courtesies, independence, and consideration of others.

Domestic Science is of the greatest importance to the girls of this school, as it helps them to be self-reliant.

All girls of the high school are required to take four years of this subject. Two hours of each week are spent in the laboratory for theory and practical work. There are twenty-two girls in this department.

The first year the class begin the preparatory lessons as measures abbreviations; a study of carbohydrates, including the buying and serving of vegetables and cereals. They are also taught the care of the kitchen.

The second year they study sterilization, canning, preservation of food, the principles and practice of bread-making, fats and oils, deep fat frying, also simple desserts.

The third year the class take up the subject of proteids, including the composition, characteristics, uses and proper cooking of eggs, milk, game, fish and meats. In this class much time is spent discussing economical buying and use of meat in the home.

The last year the class reviews the work of previous years and study leavens, as soda, air and eggs; flour mixtures as batters, doughs and sponges, including muffins, hot breads, various cakes, frozen desserts and invalid cookery.

An advanced class has been organized for those who wish to continue the work. This includes class reviews of the work of former years, taking more advanced products, also more theory work.

Each class is required to give a breakfast, dinner or luncheon each year.

The girls are made to feel a sense of their own responsibility in caring for the rooms of this department.

We hope by this course to develop an attitude of hopeful, cheerful interest toward the work of the home.

COMMERCIAL DEPARTMENT.

There is no such thing as opportunity for the individual unless he is prepared to meet it. One of the largest problems in our educational work here, is fitting our young people to meet opportunities. We may awaken in the person a taste for literature, or create an appetite for culture, but to make him open-minded not alone in school but all through life, to think definite ideas along definite lines, to grasp, compare, and analyze those ideas means mental efficiency, and in this field the commercial subjects may fulfill their mission toward the desired end.

A Business Education embraces a deeper and wider area of knowledge in fields of theory and practice applicable to any and all lines of endeavor than is usually comprehended at a single grasp by the average individual.

The Commercial Course in our school includes Typewriting, Bookkeeping, Commercial Law, Commercial Arithmetic, and Commercial English. Commercial Geography has not yet found a place on our program but will undoubtedly be added with the development and strengthening of the course.

Typewriting is perhaps the most important of our subjects and enrolls but twenty-four students in the work during the year, owing to the limited number of typewriters, whereas twice the number of boys and girls should be allowed this privilege and means of expression. The subject is easily and rapidly acquired by earnest, energetic effort on the part of the student and when he has mastered the keyboard and a reasonable degree of skill is manifested, much time is given to drills in letter forms, letter writing, and simple business forms. No fixed amount of time for the completion of this subject is established, proficiency being the keynote.

In our work in Bookkeeping we use the C. B. Ellis Guide. The course covers two semesters. The work is carried on much the same as in script by means of Braille typewriters and slates which take the place of pens, ink, etc. Owing to the slow process of doing the work in Braille the time is not sufficient for complicated and advanced work. The elements of bookkeeping, simple forms in business practice, and methods in banking are taught, which furnishes a knowledge of the underlying principles of business and is of inestimable value to any and every student in our school.

Commercial Arithmetic here comes in to assist the student in developing the lesson of accuracy not only in accounting but in numerous other lines. This is a half year subject and Goodyear-Marshall Textbooks are used to guide the study.

The subject of Commercial Law is covered by one semester's work using Hamilton's Text. Too great importance cannot be attached its value for our young people, helping them to gain an insight into the practical and legal applications to our everyday affairs, rules governing the conduct of transactions. All these things tend to develop judgment and efficiency of thought.

We hope to so train and concentrate our efforts along this line of work as to achieve a measure of success.

MANUAL TRAINING.

MANUAL AND PHYSICAL TRAINING DEPARTMENTS.

The Manual Training department has been in operation during the past three years, and the work as conducted with the boys has been put on a basis similar to that in the public schools. The results obtained thus far compare very favorably with the work of seeing boys.

Without entering into a discussion on values, it is safe to say that no construction which is not the best that might be expected from the pupil is accepted. This is not saying that all pupils, regardless of total blindness or partial sight, etc., are required to reach the same standard of excellence in construction; nor is it saying that any should be expected to attain the skill of a mechanic. It implies, rather, that emphasis in teaching is laid upon the best possible construction resulting from the best methods of handling tools. Much would be lost in the establishment of high moral standards as well as in the technical accomplishments if the work was otherwise considered.

The direct aim of the work, as now arranged, is to give the pupil a desire to make; first, something that satisfies a personal demand in the life of the creator; second, something that will be useful as a gift; third, something to dispose of for financial return. The effort to accomplish these things has been very satisfactorily rewarded.

Some of the repair work of the school has been handled by the boys in the shop, and a number of advanced furniture projects have been turned out for school and individual use.

The bench and general tool equipment remain the same as the first year. To the shop equipment, a case of individual lockers has been added for student use. This addition, besides caring for materials and projects in the course of construction, tends to show the pupils the responsibility of the shop work.

At present, everything is hand made from start to finish. The Instructor recommends obtaining more improved shop equipment, in the shape of a circular saw and power mortiser, to produce more and a better class of work.

Competitive athletic sports, if properly conducted, should be one of the best means of developing manliness in our boys. The spirit of fair play, loyalty, "pulling together," self-reliance and determination are all lessons that cannot be taught as effectively in any other way. With this in mind a student athletic association was organized to promote the work of athletics. The aid of this organization in managing and financing competitive events, has broadened the scope of physical training during the past year. Our boys are extremely enthusiastic over athletics and even though they are handicapped, they go into it for all they are worth, and make as good showing as sighted boys.

The apparent results of the work as it has been conducted, in the gymnasium and on the playground, would warrant the granting of more time. More equipment is needed to carry on the playground work. In the gymnasium new apparatus for corrective gymnastics is most essential. The present physical condition of some of the students makes very urgent corrective measures of this kind.

OF INTEREST TO PARENTS.

One condition which we have to meet in our primary department, and which rarely occurs in seeing schools, is due to the fact that blind children are often kept out of school until much past the stated age for entering. We have pupils from ten to fourteen years of age doing first grade work. In the past the number of such pupils entering each year has not exceeded four or five, but the last school census shows that of the three hundred blind children in the state who are not in school, a large number are past the age of ten, and it is safe to say that many of them have never been to school. So when the equipments of the school are such as to make it possible to enforce the compulsory education law, these children will constitute the greater part of our beginning work.

The question naturally arises, why do they not come here sooner? We attribute it to one or more of the following causes. Either the parents do not know that there is a state institution which can do for their blind child what the public school does for the seeing child, or knowing this they are indifferent or even opposed to such an education; or because he is blind they wish to keep him at home through a mistaken notion of kindness to the child.

Whatever the cause, our problem is how best to reach these children when they do enter school. One must recognize at once that each child is a separate problem. Each child must have individual attention, and they are promoted as rapidly as they are able to do the work.

As to their ability to learn, they are not different from seeing children. There are bright ones and dull ones, those who like to work and those who much prefer to do nothing. For the latter we believe their home influence is largely responsible. They have been made to think that they can do nothing, to such our first duty is to try to correct this wrong impression.

It sometimes seems as if their mental faculties are dormant. They have developed physically but not mentally, and it requires much time and effort to awaken them.

A young man who entered school this year is twenty years old, totally blind, and has never been to school. He is inactive and dependent. But the most serious condition, and the one most difficult to overcome is that he had become thoroughly disheartened; to him nothing seemed worth the effort. In his school work he must begin where the normal child of six years would begin, and he must do by the sense of touch what the seeing child does by sight. At first the Braille letters, which are composed of raised dots, are to him only rough places in the paper. He has to learn to distinguish these dots in their different positions, and it is a slow process. But even for him the task is not a hopeless one. Each week marks some gain. If it requires two years for him to do the work of the first grade, we would feel that the effort had been worth while. Besides his school work he spends a part of each day working at the broom trade. What would it mean to this boy to have a way opened to him by which he can keep his mind and hands well employed?

If a blind boy or girl is normal in every way except for the loss of sight, the getting of an education is not as difficult an undertaking as it seems

to be. We believe they can do their school work as easily and as well as the seeing child. If such a child is late in entering school, when they do come they are ready and anxious to make the most of every opportunity.

It is usually much better for a child to come here at the age of seven or eight, but the one who is twelve or fourteen when he enters, does not meet some of the difficulties which would confront a seeing child if he entered school at that age. They are never made to feel that they are too old to be in the primary grades. Children of this age are often able to do three years work in two years.

When the parents of blind children realize that such children, when little, must have the same training as seeing children, that they must be kept busy at work or at play, and must be sent to school at the proper age, some of the greatest difficulties in the educating of the blind will be overcome.

No child who has insufficient sight to attend the public schools, can afford to miss the education offered at the Michigan School for the Blind. The ignorant blind person is a much more pitiable object than an ignorant person with sight, as may be readily appreciated when we think of the many little things we learn every day by observation.

The course of study at the School for the Blind is practically the same as that offered at other schools, beginning with the kindergarten and continuing through the high school. With the addition of a good course in music and handicraft. In every way the education helps to make the blind person independent, and a good foundation is laid.

Some of the students have gone through college very successfully after completing the course here, but this is, of course, very expensive, because in addition to the regular expenses of a college education, the blind student must have all of his reading done for him. The majority cannot go to college for that very reason.

The time allowed seems very short with so much to be accomplished. If the time were a little longer and we had more means to do with, those who can go to college, might be better prepared, and those who cannot would gain a great deal. Just to mention a few of the things we would like to have: It has been proven that if we had the figures made, solid geometry could be studied successfully. It is so often necessary to be able to sign one's name, that it would be quite an advantage, if we had the material and time, to learn to write a little script, at least to write one's name. A system of short hand is being devised in the Braille, that, could we add, with a good course in typewriting, would make it possible for a blind person to be an able stenographer.

INDUSTRIAL TRAINING.

In addition to the literary work of the School, much time and attention is devoted to teaching of trades and occupations by means of which students are enabled to wholly or in part at least maintain themselves. The opportunities afforded students in this direction are not as favorable as will be the case provided the legislature increase our facilities for doing this much needed work. Under the present conditions the School is equipped to teach hammock and net making and broom making to the boys, and hammock and net making and sewing and knitting to the girls.

HAMMOCK DEPARTMENT.

Hammock making is carried on in a good sized and well ventilated room in the trades building. Racks and frames were provided and permanently installed, and the opportunity is afforded to boys and girls to become proficient in the making of cord hammocks of all sizes, as well as fly nets. In this work the pupils make very rapid advancement. The work being taken hold of with great eagerness. The product of the department has usually been disposed of to such visitors of the school as are attracted by the deftness of the pupils as well as the quality of the work.

BROOM MAKING.

This trade has from the first been very successfully carried on at the school. By means of this trade students have been taught not the value of labor alone, but its dignity as well.

So successful has been the teaching and so well is the work done, that the demand is much greater than our ability to meet. No firm or individual buying brooms of the school once, but that they come again with a second order. Brooms of all weights and grades, from the child's toy broom to the heaviest shop broom, as well as all grades of brushes are made with a neatness and despatch that excites the wonder and admiration of the visitor.

The shop is furnished with six broom and one brush tying machines, five broom sewing presses, and one brush sewing press.

The time spent in the shop by each pupil is one hour per day for each school day, and two hours on Saturday.

SEWING.

As in the other industries taught in the school, so in this, the rapid advance made by the girls is most encouraging. Realizing that these students are continually coming in contact with seeing persons, the work of the department is in the direction of preparing them to best perform the various duties of the home.

They learn very rapidly to sew, knit, crochet, and use the sewing machine, doing a large part of the plain sewing of the school, such as tablecloths, napkins, sheets, pillow cases, towels, etc., in the class.

Without doubt, if possessed of adequate equipment, cutting and fitting could be as successfully taught as is sewing, thereby enabling these young women to do all their own plain sewing.

Realizing the readiness with which these students who are deprived of sight, find it possible to acquire the few trades taught here, the Board of Control is making plans to very much enlarge this part of the training and preparation of these pupils, and is appealing to the legislature for help in this direction.

HAMMOCK SHOP.

MICHIGAN SCHOOL FOR THE BLIND.

LANSING, MICHIGAN.

This Institution is supported by the State. It is not an asylum, but a well appointed school, and maintained for the purpose of affording as far as may be a practical education. Blind persons and those whose defective sight prevents them from receiving instruction in the public schools are received as pupils but no person of imbecile or unsound mind or of confirmed immoral character will be knowingly received, nor will those who prove incapable of progress be retained, nor those persistently disobedient and incorrigible. Residents of this State are admitted without charge for tuition, board, lodging, washing, medicines or medical attendance. Applicants for admission from other States may be admitted, but such are required to pay a sum in excess of the necessary expenses.

The school year begins the first Monday in September and continues forty weeks. There is a short holiday vacation. Every effort is made to give thorough instruction, and nearly all those branches taught in the public schools of the State are taught at this school, and several trades and occupations, including cooking for the girls, are also taught.

Especial pains will be taken to secure that exercise and consequent bodily development necessary to good health, and earnest efforts are made to correct the unnatural and peculiar postures and habits which so frequently accompany blindness.

The greatest possible care is taken of the health of pupils. A trained nurse is constantly employed. In case of any illness, the pupil is immediately removed to the hospital, a separate building, away from the noise of school and from the possibility of contagion, where under the direction of a competent physician, regularly employed, the most careful treatment and nursing are bestowed.

These advantages are free to every blind person in Michigan who is of suitable age and mental capacity.

All that friends of the pupils are expected to do is to pay the traveling expenses and furnish approved, suitable and sufficient clothing. If they are unable to do so, such necessary clothing will be furnished by the State.

All applications for admission must be passed upon by the Board of Control.

For further information, address,

The Superintendent,
School for the Blind,
Lansing, Michigan.

SUGGESTIONS

TO PARENTS AND GUARDIANS OF BLIND CHILDREN.

1. Blind children, unless under the most favorable circumstances at home, should be in the Institution at eight years of age, or before.

2. Teach them to take plenty exercise in the open air, to run on little errands, to be as active and helpful as possible.

3. Do not permit the fact of blindness to make you less strict in securing obedience, cleanliness and respectfulness on the part of the child, otherwise you do him a gross wrong, by permitting him to form unseemly habits and manners which require years of teaching to efface. Especially, should their physical growth be guarded so that they may possess healthy, symmetrical bodies and be free from any peculiarity of movement, such as the nervous twitching of arms and fingers, and turning of head.

4. Permit the blind child to enjoy all the privileges granted other children: Let him attend the public school, the Sunday-school and church, and places of amusement.

5. Teach him the names, forms and uses of the common objects around him. Teach him to count, to add, subtract, multiply, divide, etc.

6. When pupils enter the school, health permitting, they should attend punctually and regularly until the course is completed.

7. Forbid the use of tobacco in any form, or of strong drink.

8. Do not dwell upon the blind child's misfortune in his presence nor permit others to do so. Encourage him to be cheerful, hopeful and industrious.

9. It has been demonstrated that the majority of blind men and women, if intelligent and deserving, can make a living and do a creditable part in any community. Instead of being helpless burdens, they become self-supporting and self-respecting, a source of gratification, rather than a care and regret, to their friends.

CATALOG AND PRICES

OF BOOKS AND MUSIC PRINTED IN AMERICAN BRAILLE AT THE MICHIGAN SCHOOL FOR THE BLIND.

The prices listed in this catalog are at the approximate rate of one dollar per 100 sheets 12 x 13½ inches; sheets 9 x 12 inches at 90 cents per 100, and music at 2 cents per sheet. These prices also include the cost of binding in boards at the rate of 50 cents per volume for the large size, and 40 cents for the small, and pamphlets with heavy manila covers. Any books in our list will be supplied unbound with the price of binding deducted. Orders for printed matter will be filled in their turn according to the time they are received.

Stars before titles indicate that books are printed with contractions.

(S) — 9 x 12 inches in size. (L) — 12 x 13½ inches in size.

CLARENCE E. HOLMES, Supt.

Correspondence concerning Braille publications should be addressed to

HOWARD C. HOYT, Principal,
Michigan School for the Blind, Lansing, Mich.

CATALOG AND PRICE LIST.

ENGLISH.

	Price
The Progressive Course in Reading—Third Book, Geo. I. Aldrich, Alex. Forbes (S) 4 Vol	$5 65
Reading by Grades: First year, James Baldwin, (S) 2 Vol	1 80
Reading by Grades: Second year, James Baldwin, (S) 2 Vol	2 70
*Reading by Grades: Third year, James Baldwin, (L) 2 Vol	2 65
*Reading by Grades: Fourth year, James Baldwin, (L) 2 Vol	3 55
*Reading by Grades: Fifth year, James Baldwin, (L) 2 Vol	3 55
*Supplementary Reading—Selections: Grade III, Geo. I. Aldrich Alex. Forbes (S) Pamphlet	45
*Selections for Paragraph Writing, Miss Henrietta Warren, Pamphlet	40
*Quincy Word List. (May be had in pamphlets if desired). Parlin, (S) 2 Vol	3 50
*Elementary Lessons in English, Mrs. Knox-Heath, (S) 1 Vol	1 45
*Steps in English: Book I, Morrow, McLean, Blaisdell, (L) 2 Vol	3 45
*Steps in English: Book II, Morrow, McLean, Blaisdell (L) 5 Vol	8 50
*English Grammar, Whitney and Lockwood, (L) 4 Vol	6 35
Lights to Literature, Sprague, (S) 2 Vol	3 15
*Questions on American Literature, Mathews, Pamphlet	35
*Chron. Outline of English and American Literature, Brooke, (L) 1 Vol	1 00
*Topics on English Literature—List of Questions	05
*Introduction to English Literature, Painter, (L) 7 Vol	12 50
Supplementary Reading for Beginners, Harkness, (S) Pamphlet	15
*Composition and Rhetoric, William Williams, (L)	

MATHEMATICS.

*Slate Problems in Arithmetic, Book I; Grade VI, Hall, (S) 1 Vol	$1 25
*Werner Arithmetic, Book II; Part I and II, Hall, (L) 2 Vol	3 65
*Mental Arithmetic, Dubbs, (S) 4 Vol	6 50
Primary Arithmetic, David Eugene Smith, (S) 8 Vol	9 70
Intermediate Arithmetic, David Eugene Smith, (L) 5 Vol	7 60
*Advanced Arithmetic, David Eugene Smith, (L) 4 Vol	6 85
Multiplication Tables	05
*New Plane Geometry (with figures), G. A. Wentworth, (L) 4 Vol	6 75
*New Solid Geometry, G. A. Wentworth, (L) 3 Vol	4 45

HISTORY AND CIVIL GOVERNMENT.

*United States History, Fiske, (L) 7 Vol	$10 90
*Supplement to Meyers' General History, Meyers. (L) 1 Vol	1 05
*Civil Government of Michigan, King, (L) 1 Vol	1 75
*Constitution of Michigan, 1850, (S) 1 Vol	1 25
*Constitution of Michigan, 1908, (L) 1 Vol	1 25

GEOGRAPHY.

*Geographical Reader (North America) Carpenter, (L) 3 Vol	$5 10
*Physical Geography, Davis, (L) 3 Vol	5 35
Maps of hemispheres, grand divisions, England, United States, and groups of states, each	02

POETRY.

*Selected Poems, Whittier, (S) 1 Vol	$1 30
Selected Poems, Whittier, Pamphlet	20
*Selected Poems, Van Dyke, Pamphlet	40
*The Courtship of Miles Standish, Longfellow, (L) 1 Vol	1 50
*Tales of a Wayside Inn, Longfellow, (L) 3 Vol	4 90

*Idylls of the King, Tennyson, (L) 1 Vol	$1 80
*In Memoriam, Tennyson, (L) 1 Vol	1 85
*Vision of Sir Launfal, Lowell, Pamphlet	35
*Arbor Day Songs, Pamphlet	05

MISCELLANEOUS.

*Prose and Verse (selected), (S) 1 Vol	$1 00
*Essentials of Latin, Pearson, (L) 6 Vol	9 25
*Elementary Psychology, Putnam, (L) 3 Vol	4 55
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*Song of Our Syrian Guest, Knight, Pamphlet	15
*Child Life in China, Hall, Pamphlet	10
*The Game of Chess, Pamphlet	20
*Selections from Patrick Henry's Speeches, Pamphlet	20
*Sketches of Longfellow, Pamphlet	50

Alphabet and Key to Braille System, 60 cents per 100 sheets.

MUSIC PRINTED IN BRAILLE NOTATION.

Two cents per sheet.

PIANO SOLOS.

Composer.	Title.	Publisher.	No. Page.
Aletter, W.	Bohemian Song.	(B. F. Wood)	2
Behr, F.	Little Hungarian Melody.	(Theo. Presser)	2
Blakeslee, A. C.	Crystal Fountain Waltz, Op. 25,	(Geo. Molineux)	1
	Brookside Reverie, Op. 2.	(Ryder Music Pub. Co.)	3
	Dance Rustique, Op. 23.	(Ms.)	
	Violet Waltz, Op. 19.	(Ryder Music Pub. Co.)	3
	May Party Dance, Op. 9.	(Ryder Music Pub. Co.)	2
	Saltarello.	(Ms.)	6
	Valse Fleur-de-lis, Op. 26.	(Ms.)	4
Bohm, C.	Song of the Swallow, Op. 270.	(Kunkel Bros.)	7
Gurlitt, C.	Galop Burlesque, Op. 12. No. 6.	(Theo. Presser)	3
	The Gay Peasant, Valse, Op. 216, No. 6.	(Theo. Presser)	2
	Wanderlied, Op. 173, No. 3.	(G. Schirmer)	5
	The Fair (Kirmess), Op. 101, No. 8.	(Augener Edition)	2
Heller, St.	Slumber Song, Op. 81, No. 15.	(Theo. Presser)	4
Heins, C.	The Cuckoo Clock, Op. 224.	(From "The Musician")	3
Kanamagh, I.	Minuetto, Op. 12, No. 2.	(Theo. Presser)	3
Ketterer, E.	Saltarelle, Op. 266.	(Schott & Co., London)	6
Kirchner, Th.	Album Leaf, Op. 7, No. 2.	(Theo. Presser)	3
Kreutzer, Ed.	Birthday Waltz, Op. 7, No. 1.	(Theo. Presser)	2
Lichner, H.	Esperence (Hope) Nocturne.	(G. Schirmer)	5
Lynes, F.	Scherzino, Op. 9, No. 4.	(A. P. Schmidt)	3
Lysberg, Ch.	La Baladine, Op. 51.	(Ditson Co.)	7
Meacham.	Hyacinth March.	(Geo. Molineux)	3
Morley, Chas.	Priere a la Madeone, Op. 83.	(A. P. Schmidt)	3
Perry, E. B.	Die Lorelei.	(Theo. Presser)	7
Saint-Saens, C.	Rhapsodie d'Auvergne, Op. 73.	(Kunkel Bros.)	18
Schumann, R.	Jagerliedchen (Hunting Song), Op. 68, No. 7.	(Litolff Ed.)	2

STEREOTYPING ROOM.

Composer.	Title. Publisher.	No. Page.
Sidus, C.	Little Buttercup (Rondo), Op. 80. (Kunkel Bros.)	3
Smith, W. G.	The Babbling Brook, Op. 28, No. 3. (Theo. Presser)	3
Streabbog, L.	LeCoucou. (G. Schirmer)	2
Strelezki, A.	Birds in the Forest. (Detroit Music Co.)	2
Zeisberg, F.	Bagatelle. (Presser.)	3

PIANO DUETS, 4 HANDS.

Deshayes, E.	King of the Carnival, Polka March. (Theo. Presser)	8
Eilenberg, R.	The Mill in the Black Forest, Op. 52. (National Music Co.)	9
Ferrati, E.	Light of Heart. (O. Ditson Co.)	5
Gottschalk, L.	Radieuse, Grand Valse de Concert. (O. Ditson Co.)	14
Kuhlau, F.	Sonatina, Op. 44, No. 3. (Peters Ed.)	19
Ringuet, L.	Valse Venitienne, Op. 41. (Theo. Presser)	8
	Le Carillon, Polka Brillante, Op. 19. (Theo. Presser)	5
Schubert, F.	Military March, Op. 51, No. 1. (From "The Etude")	6

PIANO TRIO; SIX HANDS.

Gurlitt, C.	Hausarenmarch. (Theo. Presser)	6

TWO PIANOS; FOUR HANDS

Rubenstein, A.	Melody in F. (Theo. Presser)	6

PIANOFORTE STUDIES.

Cramer, J. B.	Nos. 1, 2, 3, 4, from "Fifty Selected Studies." (Oliver Ditson Co.)	15
Kullak, Th.	Octave Study, No. 1, Op. 48. (Ditson Co.)	4
	Octave Study, No. 2, Op. 48 (Ditson Co.)	5
	Octave Study, No. 3, Op. 48. (Ditson Co.)	2
Loeschhorn, A.	Studies for the Piano, Op. 65, Bk. I. (John Church Co.)	22
Mathews, W.S.B.	Standard Graded Course of Studies, Grade I. (Theo. Presser)	124
	Standard Graded Course of Studies, Grade II. (Theo. Presser)	115
(NOTE:) Grades I and II included Introduction and Supplement in the number of pages listed above and may be had without either, leaving Grade I with 58 pp. and Grade II with 58 pp. They are from the Staff Edition of 1906.)		
	Standard Graded Course of Studies III. Edition of 1901. (Theo. Presser)	33
Whitcomb-Fenn	System of Piano Technic. (John Church)	20

PIPE ORGAN.

Rogers, J. H.	Graded Materials for Pipe Organ	170

VOCAL SOLOS.

Barlette, J. C.	The Day is Ended (with Violin Obligato, Low Voice. (Oliver Ditson Co.)	7
Buck, Dudley	Spring Song, Op. 76, No. 2. (Alto or Bar.) (G. Schirmer)	8
	The Sunset's Smile Had Left the Sky. (Mez. Sop.) (G. Schirmer)	5
	Storm and Sunshine. (Alto or Bar.) (G. Schirmer)	8
Bond, C. J.	Just A-Wearyin' for You. (High Voice.) C. Jacobs-Bond & Son)	5
Chattaway, T.	When the Lilies of the Valley Bloom Again. (Howley, Haviland & Presser)	6
Cowen, F. C.	Snow Flakes. (Mez. Sop. or Bar.) (Oliver Ditson Co.)	2
Greely, P.	Come to the Land of Rest. (Contralto or Bass) (L. H. Ross & Co.)	8
Hawley, C. B.	I Long for You. (Medium Voice). (Theo. Presser)	4
	Once Again. (Bass.) (G. Schirmer)	2
	Good Night. (Mezzo-Sop.) (G. Schirmer)	2
Lloyd, C. F.	The Way of Peace. (Medium Voice.) (W. Morley & Co.)	9
Marston, G. W.	My God and Father, While I Stray. (Alto or Bar.) (A. P. Schmidt)	3
Needham, A. A.	Husheen. (Medium Voice) (Boosey & Co.)	9
Roberts, C. N.	Indian Cradle Song. (Contralto or Bar.) (Ms.)	6
Saint-Saens, C.	My Heart At Thy Sweet Voice. (Sop.) (G. Schirmer)	10
Tosti, F. P.	Could I. (Sop. or Ten.) (O. Ditson Co.)	6
Wood, Mary K.	On Land or Sea. (Low Voice.) (Oliver Ditson)	5

VOCAL STUDIES.

Concone, J. Fifty Lessons for Medium Voice, Op. 9. (John Church Co.)..... 30

HYMNS.

O Praise Our God Today (Carr.) W. H. Monk. Music in score form. With words.. 3
Praise Ye Jehovah (Jehovah Worship) E. J. Hopkins. Music in score form. With words..... 3
I Know That My Redeemer Lives (Bradford Messiah) F. Handel. Music in score form. With words..... 3
Christmas Song (Cantique de Noel) A. Adam. Music in score form. With words.. 6
Jesus, Lover Of My Soul (Martyn) S. B. Marsh. Music in score form. Without words..... 1
Blest Be the Tie That Binds (Dennis) Nageli. Music in score form. Without words..... 1
Nearer My God, To Thee (Bethany) L. Mason. Music in score form. Without words..... 1
Jesus Shall Reign (Duke St.) J. Hatten. Music in score form. Without words... 1
Hark, the Herald Angels Sing. Mendelssohn-Cummings. Not in score. With words..... 3
America. Not in score form. Without words..... 1

VIOLIN.

David, F., Davids Violin School. (Oliver Ditson)..... 39
Schradieck, H., Technical Studies for the Violin, Vol. I (The John Church Co.)..... 36
Technical Studies for the Violin, Vols. II and III (The John Church Co.)..... 42
Laoureaux Violin Method.....

MISCELLANEOUS.

Price.

An Analysis of Rubenstein's Kamennoi-Ostrow, Op. 10, No. 22, by Edward B. Perry. From "The Musician" of Aug., 1900..... 10c
Braille Musical Notation, as arranged by the International Musical Commission of 1888..... 45c
An Outline of Musical Form, by W. S. B. Mathews, published by O. Ditson.....$1 25
Pronouncing Dictionary of Musical Terms, by H. A. Clarke, published by T. Presser, 3 Vol..... 5 35

MICHIGAN HERALD FOR THE BLIND.

We are publishing a Braille periodical monthly except July and August. Price 25c per year.

Michigan School for the Blind,

November 11, 1914.

To the State Board of Corrections and Charities, Lansing, Mich.:

Gentlemen—I submit below the estimates of appropriations, made by the Board of this institution, for two years beginning July 1, 1915, as provided by Section 2228, Compiled Laws 1897, with a statement of our expenditures for the year ending June 30, 19..

Summary of Appropriations needed for each of the two years beginning July 1, 1915:

CURRENT EXPENSES.

First year	$63,927 00
Second year	63,927 00
Total	$127,854 00
Estimated earnings	3,000 00
Appropriation needed for the two years named above	$124,854 00

On the basis of the following classification:

Items.	Sub. items.	Estimated needs for first of above years.	Sub. items.	Estimated needs for second of above years.	Amount expended during year ending June 30, 1914.
1. Salaries and wages		$14,000 00		$14,000 00	$11,983 29
Superintendent	$3,000 00		$3,000 00		
Physician—Charged to medical					
Steward—Charged to office					
Chief clerk, Bookkeeper } Charged to office					
Matron	660 00				
Nurses—Charged to medical, ex.					
Supervisors (other than teachers) 1	540 00				
Supervisors (other than teachers) 1	280 00				
Supervisors (other than teachers) 2 at $325	650 00				
Teachers, 1 at $850; 1 at $800; 1 at $550; 5 at $450; 2 at $500; 6 at $400; 1 at $300	8,150 00				
Watchman	720 00				
Baker, cook—Charged to food.					
Janitor—Charged to miscellaneous.					
Housemaids—Charged to food and miscellaneous.					
2. Food		16,500 00		16,500 00	14,861 39
3. Clothing		1,700 00		1,700 00	1,511 66
4. Laundry expenses		2,800 00		2,800 00	2,735 57
Supplies	$1,400 00		1,400 00		
Labor	1,400 00		1,400 00		

CURRENT EXPENSES.—*Continued.*

Items.		Estimated needs for first of above years.	Estimated needs for second of above years.		Amount expended during year ending June 30, 1914.
5. Heating and light		$8,000 00		$8,000 00	$6,714 56
Material	$6,080 00		$6,080 00		
Labor	1,920 00		1,920 00		
6. Floral, greenhouse and grounds		1,000 00		1,000 00	380 19
Material	$250 00		250 00		
Labor	750 00		750 00		
7. Medical expenses		1,300 00		1,300 00	1,181 64
Supplies	$300 00		300 00		
Physicians	350 00		350 00		
Nurses	400 00		400 00		
Watchers (special service only)	250 00		250 00		
8. Office, stationery, etc		1,700 00		1,700 00	1,518 91
Bookkeeper	$720 00				
Clerk	480 00				
Supt	500 00				
9. Amusement and instruction		3,000 00		3,000 00	2,922 89
10. Furniture and household supplies		3,500 00		3,500 00	2,877 06
11. Carriage, barn and vehicles		600 00		600 00	582 64
12. Improvement and repairs		500 00		500 00	421 59
13. Machinery		400 00		400 00	208 55
14. Farm, garden and stock		2,400 00		2,400 00	1,824 46
Farmers and gardeners (regularly employed; number, salary paid each)	$1,300 00		1,300 00		
Farm labor	200 00		200 00		
Tools, implements, vehicles and material	100 00		100 00		
Live stock	800 00		800 00		
15. Miscellaneous expenses; Insurance	$1,227 00	4,227 00		4,227 00	2,899 47
16. Industrial training		2,300 00		2,300 00	1,893 61
Teachers	$1,300 00				
Material	500 00				
Manual training	500 00				
Totals		$63,927 00		$63,927 00	$54,517 48
Estimated earnings		1,500 00		1,500 00	
Appropriations needed		$62,427 00		$62,427 00	

PRINTING ROOM.

SPECIAL APPROPRIATION NEEDED.

We give below the aggregate of each; the details and items required by section 2228, Compiled Laws, 1897, we submit on accompanying sheets.

Farm	$10,000 00
Remodeling main building	60,000 00
Remodeling north wing	50,000 00
Remodeling south wing	50,000 00
Plant house	500 00
Fence	2,000 00

The need for the farm is very urgent. We have just enough land at the present time to make it impossible to keep cows and raise vegetables sufficient to supply the School and not have to buy either pasture or feed, an experiment which is a costly one for us to make under the present circumstances. An 80 or 100 acre farm would be amply sufficient enabling us to produce all of our milk, vegetables, poultry and a part of our meat.

It is hardly necessary to speak of the necessity for remodeling the Administration building, its dilapidated condition and great age are apparent to the most casual observer.

As is true for other institutions we consider a plant house a great necessity. Now we buy a good many things we could produce and we have plenty of steam without any additional equipment in that direction.

The matter of the fence around the campus I consider necessary to its preservation. The location of the campus is such that a large number of people find it convenient to pass through it constantly daily. The result is paths are made, shrubbery destroyed, lawn lights disturbed and removed, etc., a matter of constant annoyance, constant anxiety and no little expense. An ornamental iron fence would add to the appearance and safety of the campus very much.

CLARENCE E. HOLMES, Supt.

TREASURER'S REPORT.

Date.		Dr.	Cr.
1912			
July 1	Balance	$2,605 62	
July 31	Cash from State Treasurer	4,969 50	
July 31	Cash from sundry sales	126 00	
Sept 30	Cash from sundry sales	39 63	
Sept. 30	Cash from State Treasurer	4,969 50	
Oct. 30	Cash from State Treasurer	4,969 50	
Oct. 30	Cash from sundry sales	28 14	
Nov. 30	Cash from sundry sales	50 00	
Nov. 30	Cash from State Treasurer	4,969 50	
Dec. 30	Cash from State Treasurer	4,969 50	
Dec. 30	Cash from sundry sales	42 09	
1913			
Jan. 30	Cash from sundry sales	57 37	
Jan. 30	Cash from State Treasurer	4,969 50	
Feb. 28	Cash from State Treasurer	4,969 50	
Feb. 28	Cash from sundry sales	114 82	
Mar. 29	Cash from sundry sales	21 30	
Mar. 24	Cash from State Treasurer	4,969 50	
Apr. 30	Cash from sundry sales	12 39	
May 31	Cash from sundry sales	54 00	
May 31	Cash from State Treasurer	4,969 50	
June 31	Cash from State Treasurer	4,969 50	
June 30	Cash from State Treasurer	1,089 47	
June 30	Cash from sundry sales	166 59	
1912			
July 31	Cash disbursed		$2,156 85
Aug. 31	Cash disbursed		2,584 03
Sept. 30	Cash disbursed		4,546 36
Oct. 30	Cash disbursed		52 99
Oct. 30	Cash disbursed		4,586 34
Nov. 30	Cash disbursed		4,353 40
Dec. 11	Cash disbursed		4,908 95
1913			
Jan. 31	Cash disbursed		5,244 54
Feb. 28	Cash disbursed		58 03
Feb. 28	Cash disbursed		4,956 52
Mar. 28	Cash disbursed		95 07
Mar. 28	Cash disbursed		3,532 66
Apr. 30	Cash disbursed		4,214 73
Apr. 30	Cash disbursed		118 29
May 31	Cash disbursed		67 65
May 31	Cash disbursed		4,446 05
June 28	Cash disbursed		4,718 28
June 30	Cash disbursed		815 52
	Balance		2,646 16
		$54,102 42	$54,102 42

GYMNASIUM.

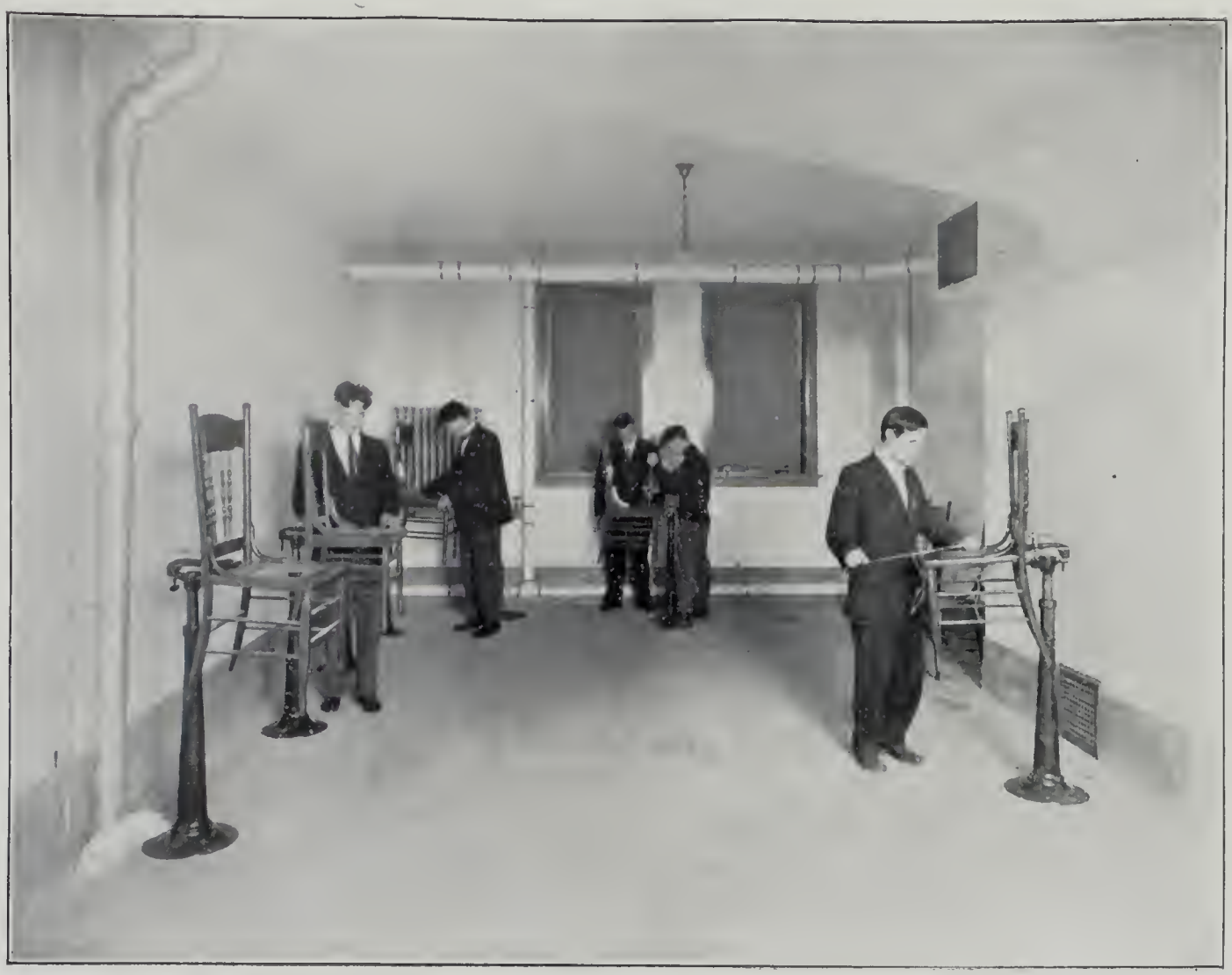
TREASURER'S REPORT.—*Continued.*

Date.		Dr.	Cr.
1913			
July 1	Balance	$2,646 16	
July 31	Cash from State Treasurer	5,178 30	
July 31	Cash from State Treasurer	5,000 00	
Aug. 30	Cash from State Treasurer	10,000 00	
Sept. 24	Cash from State Treasurer	5,178 30	
Sept. 30	Cash from sundry sales	66 86	
Sept. 30	Cash from State Treasurer	5,000 00	
Oct. 18	Cash from State Treasurer	5,178 30	
Oct. 18	Cash from State Treasurer	7,000 00	
Oct. 18	Cash from State Treasurer	1,000 00	
Oct. 18	Cash from State Treasurer	2,500 00	
Oct. 31	Cash from sundry sales	37 04	
Nov. 28	Cash from State Treasurer	5,178 30	
Nov. 28	Cash from sundry sales	35 89	
Dec. 31	Cash from sundry sales	262 11	
Dec. 31	Cash from State Treasurer	5,178 30	
Jan. 17	Cash from State Treasurer	3,022 00	
Jan. 17	Cash from State Treasurer	1,660 00	
Jan. 21	Cash from State Treasurer	10,000 00	
Jan. 19	Cash from State Treasurer	5,178 30	
Jan. 31	Cash from sundry sales	37 48	
Feb. 13	Cash from State Treasurer	2,500 00	
Feb. 13	Cash from State Treasurer	4,000 00	
Feb. 27	Cash from State Treasurer	10,000 00	
Feb. 25	Cash from State Treasurer	5,178 30	
Feb. 28	Cash from sundry sales	33 01	
Mar. 31	Cash from State Treasurer	3,500 75	
Mar. 24	Cash from State Treasurer	5,178 30	
Mar. 31	Cash from sundry sales	59 60	
Apr. 29	Cash from sundry sales	119 10	
Apr. 30	Cash from State Treasurer	8,178 30	
May 30	Cash from State Treasurer	5,178 30	
May 30	Cash from sundry sales	140 24	
June 30	Cash from sundry sales	1,284 55	
June 30	Cash from sundry sales	79 74	
1913			
July 31	Cash disbursed		$3,526 51
July 31	Cash disbursed		237 59
Aug. 30	Cash disbursed		2,908 23
Aug. 30	Cash disbursed		7,423 26
Sept. 30	Cash disbursed		4,986 90
Sept. 30	Cash disbursed		4,031 03
Oct. 31	Cash disbursed		13,470 34
Oct. 31	Cash disbursed		5,986 24
Nov. 30	Cash disbursed		3,129 67
Nov. 30	Cash disbursed		3,673 90
Dec. 31	Cash disbursed		2,631 05
Dec. 31	Cash disbursed		4,713 91
Jan. 31	Cash disbursed		6,148 20
Jan. 31	Cash disbursed		14,342 39
Feb. 28	Cash disbursed		546 13
Feb. 28	Cash disbursed		4,399 87
Mar. 31	Cash disbursed		11,574 79
Mar. 31	Cash disbursed		4,573 13
Apr. 30	Cash disbursed		4,573 13
Apr. 30	Cash disbursed		777 40
May 30	Cash disbursed		4,837 98
May 30	Cash disbursed		4,050 36
June 30	Cash disbursed		1,040 75
June 30	Cash disbursed		5,052 86
	Balance		6,166 05
		$124,767 53	$124,767 53

SUMMARY OF INVENTORY.

June 30, 1914.

Lands and buildings	$239,850 00
Heating, lighting and water apparatus	12,906 00
Tools—engine house	42 25
Live stock	1,070 00
Miscellaneous	276 25
Fuel	314 00
Laundry	519 69
Office furniture, books and stationery	246 80
Musical instruments, music, etc	4,766 00
Library—teachers	2,198 00
Chapel	235 75
Printing office	10,397 20
Gymasium	448 41
Industrial training—hammock	36 26
Industrial training—weaving	92 00
Industrial training—broom shop	374 46
Industrial training—manual training	393 51
Industrial training—domestic science	257 29
Sewing room—north wing	80 75
Hospital	443 45
Detention hospital and dispensary	164 82
Instruments, etc	40 20
General furniture	5,178 95
General storeroom	174 73
Matron's storeroom	433 08
Bedding, towels, linen, etc	2,744 15
Dining rooms	1,018 60
Kitchen and bake shop	768 01
Cottage	921 02
School furniture	683 50
Laboratory	266 65
Commercial and typewriting	537 91
Kindergarten	241 00
Office—school building	430 50
Consultation room and library	5,823 00
Tools and implements	139 35
Wagons and carriages	338 75
	$294,843 29



CHAIR CANING.

INSTITUTIONS FOR THE BLIND IN THE UNITED STATES.

Corrected July 1, 1912. [Complete].

State.	Place.	Name.	Superintendent.
Alabama	Talladega	Institution for the Deaf, Dumb and the Blind	J. H. Johnson.
	Talladega	Alabama School for the Blind	F. H. Manning.
	Talladega	School for the Negro Deaf Mutes and Blind	J. S. Graves.
Arkansas	Little Rock	School for the Blind	S. D. Lucas.
California	Berkeley	Institution for the Education of the Deaf and Dumb and the Blind	Douglas Keith.
Colorado	Colorado Springs	School for the Deaf and the Blind	W. K. Argo.
Connecticut	Hartford	Connecticut School for the Blind	George A. Marshall.
Florida	St. Augustine	Institution for the Deaf and the Blind	A. H. Walker.
Georgia	Macon	Academy for the Blind	G. F. Oliphant.
Idaho	Boise	Institution for Blind	Paul Martin.
Illinois	Jacksonville	Institution for the Education of the Blind	G. W. Jones.
Indiana	Indianapolis	Institute for the Education of the Blind	George S. Wilson.
Iowa	Vinton	College for the Blind	George D. Eaton.
Kansas	Kansas City	Institution for the Education of the Blind	W. B. Hall.
Kentucky	Louisville	Institution for the Education of the Blind	B. B. Huntoon.
Louisiana	Baton Rouge	Institution for the Blind	W. W. Bynum.
Maryland	Baltimore	School for the Blind	John F. Bledsoe.
	Baltimore	School for the Colored Blind and Deaf Mutes	John F. Bledsoe.
Massachusetts	Boston	Perkins Institution and Massachusetts School for the Blind	Edward E. Allen.
Michigan	Lansing	School for the Blind	Clarence E. Holmes.
Minnesota	Faribault	School for the Blind	J. J. Dow.
Mississippi	Jackson	Institute for the Blind	W. S. Simms, M. D.
Missouri	St. Louis	School for the Blind	S. M. Green.
Montana	Boulder	School for the Deaf and Blind	L. E. Milligan.
Nebraska	Nebraska City	Institution for the Blind	R. C. King.
New Mexico	Alamogordo	Institution for Blind	R. R. Pratt.
New York	Batavia	State School for the Blind	C. A. Hamilton.
	New York City	Institution for the Blind	Everett B. Tewksbury.
Noth Carolina	Raleigh	Institution for the Deaf and Dumb and the Blind	John E. Ray.
North Dakota	Bathgate	North Dakota School for the Blind	B. P. Chapple.
Ohio	Columbus	Institution for the Education of the Blind	Edward M. Van Cleve.
Oklahoma	Fort Gibson	Institution for the Blind	O. W. Stewart.
Oregon	Salem	Institution for the Blind	E. T. Moores.
Pennsylvania	Philadelphia	Institution for the Instruction of the Blind	O. H. Burritt.
	Pittsburg	Western Pennsylvania Institution for the Blind	T. S. McAloney.
South Carolina	Cedar Springs	South Carolina Institution for the Education of the Deaf and Blind	N. F. Walker.
South Dakota	Gary	School for the Blind	Lelia M. Curl.
Tennessee	Nashville	School for the Blind	J. V. Armstrong.
Texas	Austin	Institution for the Blind	J. H. Gillespie.
	Austin	Institution for Deaf and Dumb and Blind Colored Youth	H. S. Thompson.
Utah	Ogden	University of Utah (Department for Blind)	F. M. Driggs.
Virginia	Staunton	Institution for the Education of the Deaf and Dumb and Blind	W. A. Bowles.
	Newport News	School for Colored Deaf and Blind Children	William C. Ritter.
Washington	Vancouver	School for the Defective Youth	George H. Mullen.
West Virginia	Romney	School for the Deaf and the Blind	R. Carey Montague.
Wisconsin	Janesville	School for the Blind	J. T. Brown.